

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1947

Girard College, December 31, 1947.

Board of Directors of City Trusts,

Gentlemen:

As usual, the President's Report carries the date of the last day of the year under review. This year the date is that of the final day of the first century of Girard College, for January 1, 1948, marks the first day of its second century. Actually these prefatory words are being written in the latter part of January in Pittsburgh, the second largest city of Pennsylvania, between engagements arranged for the writer by the Girard Alumni of that city in their celebration of the Girard College Centennial. Surely nothing could be more heartening than the enthusiasm of its foster sons for Girard College and what it represents.

This report, to be sure, reviews the work of Girard College in 1947 and makes no attempt to sum up its brilliant record of a century. Such a summary will be attempted, no doubt, during the Centennial celebration of the first half of 1948. As Dr. John A. Stevenson said, in speaking of the centennial of the company which he heads: "In days like these, when the flash of an atomic bomb may forecast the destruction of a thriving city, when rockets to the moon have passed from the category of 'if' to 'when,' the approach of an institution's hundredth anniversary may not loom up as of major importance." Yet every century-old institution which has advanced human welfare can hold its head high.



A NATIONAL HONOR SOCIETY INDUCTION

It is gratifying to note at this time the response of representative citizens to the invitation to accept membership upon the Centennial Committee. One distinguished leader in public life wrote: "I am proud to be a member of the Girard College Centennial Committee . . . Girard College, to my way of thinking, has taken the Declaration of Independence and the Constitution and Bill of Rights and all of the great documents which go to make up our American heritage and has translated them into daily reality to the boys who, at Girard, have discovered an America they might never have known."

Let us assure ourselves, as we look into its second century, that Girard College will not be a great American institution because it is the largest boarding school in the world, as it is, but because it tries to develop to the limit, as we hope it will, the abilities of each of its boys and to bring out whatever goodness he may have in him.

THE STAFF AND THE STUDENTS

"No, I don't remember what he taught, not a bit of it; I remember only what he was." Logically this statement made by a boarding school alumnus about a former teacher may be sheer nonsense, but it does have meaning. The teacher had satisfied the test of a teacher set up by St. Thomas Aquinas, that he must have in actuality (*in esse*) what the student has only in potentiality (*in posse*).

What kind of people do we look for in recruiting members of the Girard College staff? That question is often raised, and it is partly answered in the Girard Will. Naturally we look for people of character, for we know that only such people can build character in boys. We look for people of intelligence, for we know that only people of intelligence and training can refine the intelligence of others. We insist that people added to the staff must have had experience in which they have acquitted themselves well, for the Girard Will insists that each newcomer shall be of "tried skill" as well as "of established moral character." The staff member must have health, since only a person of reasonable health can accomplish his task acceptably. We want the young

man or young woman who joins the staff to look as though he or she could be entirely successful in some other activity, for the individual who is typed by the world as a teacher or a salesman or an artist is likely to be less than completely well-rounded and effective. Certainly those in the service of Girard must like boys and young people and enjoy working with them; otherwise they can not be regarded as fully competent. And, in whatever department they are they must have loyalty, an ounce of which, it is said, is worth a pound of genius.

The matter of the organization of the staff is naturally one with which the writer is very much concerned since it is his task to coordinate the work of the several departments for the benefit of the boys. It is also a matter in which staff members and alumni are much interested because of their close connection with the College. It goes without saying, however, that people in general are, and should be, interested in the whole job and not in the departmentalization of it. The net result, to which everyone connected with the College makes a contribution, is what counts. Appendix Q, presented in September 1947 at the first of the four information sessions of the Alumni Speakers Bureau, is concerned with the organization of Girard College and was taken from Mr. Lauris R. Wilson's report to the Program Committee.

Changes in staff, summarized in Appendix A, reflect the restriction in numbers necessitated by higher costs of all services and materials. Several positions have been dropped, and among them was that vacated by Mr. Earl Pfouts, who died suddenly in the spring. A few boys who have pursued the study of the stringed instruments for a number of years, and some boys who would join their number, will receive individual instruction like that now given to a few piano students. In connection with our work in music, we regret especially the retirement in 1948 of Mr. George O. Frey.

The retirement of Mr. R. Ellinger Blithe, who had served Girard boys well for many years, led to the reorganization of our work in drawing. Mr. E. Haydon Pereira was made Instructor in Mechanical Drawing and Trade Drafting, and an assistant instructorship in mechanical drawing was created. The assistant instructorship in Foundry and Sheet Metal Work and the part-

time instructorship in Economics were discontinued, and the Science Laboratory assistantships were reduced from two to one.

After twenty-four years of faithful service, Miss Esther Swigart, Teacher of History in the High School, was forced to retire because of illness. Miss Janet H. Deininger, who had been with us since September 1944 as a Substitute Teacher of History, succeeded Miss Swigart, and the part-time services of three house-masters were used to cover Miss Deininger's former roster.

It is a compliment to the quality of our staff that "raids" should be made upon it by other institutions. Administrative work took from us the Teacher of the Remedial Class, Mr. Donald L. Snively. The class was discontinued temporarily until a suitable teacher could be obtained, since the type of work carried on by this class could not be taken by a substitute. Careful study was given to the possible abandonment of this class, but it seemed a mistake to drop it, especially at this time when we are admitting a certain number of candidates who are poorly qualified to attempt our concentrated program of seven rather than eight years of Elementary School work and our unique double-purpose curriculum in the High School. Mr. Theodore E. Biss was appointed to succeed Mr. Snively. In addition to having had teaching experience, Mr. Biss had qualified for an army commission and had served in this country, in central Germany, and in the Pacific theater in various capacities, including combat and teaching.

Mrs. Eleanor E. Badger, a governess in the Junior School for eighteen years, died suddenly on November 26 in a sanatorium in Boston, where she had gone for treatment. Her death brought a great loss to the College. Besides carrying on her excellent work with her own group, Mrs. Badger had been a member of several College committees, President of the Household Association, and a volunteer worker in civic and social service agencies in Philadelphia.

The resignations and withdrawals from the Household staff during the year were nine in number, as compared with seven in 1946. Six of these changes, two men and four women, were made necessary by the reduction of the staff when Good Friends Hall was closed and the House Group reopened. One of the governesses, Mrs. Elizabeth M. Saylor, had been in the service of the

College eighteen years. The state of her health imposed limitations on her activities, and she was approaching the time of retirement. Mrs. Saylor was possessed of a lively spirit and a sense of humor which made her an effective worker with younger boys. At this writing she is enjoying the sunshine of Florida.

On May 6 of this year the High School Faculty Club honored its members who had completed twenty-five or more years of service at Girard College since 1938 when a similar function was held. A dinner was tendered them in the Library. The honored guests, with the years when they came to Girard, were:

Mr. Charles T. Bardsley	1914
Mr. R. Ellinger Blithe	1914
Miss H. Beryl Ingram	1914
Mr. George A. Hansen	1915
Dr. Morris Wolf	1915
Mr. George O. Frey	1916
Mr. R. Foster Stevens	1916
Dr. Harry C. Banks, Jr.	1918
Mr. Michael B. Groff	1918
Mr. Norman L. Jones	1918
Mr. Charles E. Bowman	1919
Mr. Howard Conklin	1919
Mr. Percy E. Miller	1920
Mr. E. Haydon Pereira	1920
Mr. J. S. F. Ruthrauff	1920
Mr. Showell C. Dennis	1921
Mr. Ralph W. March	1921
Miss Caroline Ruth North	1921
Mr. Benjamin F. Severy	1921
Miss Helen Janke	1922
Mr. Alford G. Otto	1922
Mr. Earl Pfouts	1922

Dr. Melchior served as toastmaster. The speakers were Dr. Morris Wolf and the President of the College.

During the year our boys have tried very hard to achieve good citizenship and good scholarship. Their work is discussed



A GROUP OF SENIORS

in sections of this report dealing with the schools, the Household Department, and the Student Work Program. The project by which our boys attempted to help those of a war-torn school in Caen, France, continued to hold interest. Our boys take part in many outside educational activities. Their radio and platform work have been especially commendable.

On December 7 of this year, Pearl Harbor Day, the Hon. Vincent A. Carroll said a number of things to our boys in Chapel that most Girard alumni would strongly approve. In part he said: "Much of what you will be called upon to combat will demand the use of your intellect, your brain, and you are especially fortunate in the opportunity for the development of it here at Girard College. You are also especially fortunate at a time like this to have youth. Age and experience make men realize their limitations while to you *all* things are possible. Every time I stand before a boy I feel respectful and abashed in his presence because I know of what his youth is capable, while I am confined within my own limitations by age and experience. Every one of you here can be anything while those who educate you are confined to a single line of endeavor.

"My generation looks expectantly to yours and believes that it will manfully embrace the responsibilities that will come to it when it comes of age, and the rights it will inherit will be guarded and protected for the generation to which it must give account of a stewardship. Much will be expected of graduates of Girard College because of the unusual opportunities over and above normal which have been yours. Here there is nothing of submerged individualities. This is proved by the success of your graduates. Here there is buoyant health nourished in the freedom of the outdoors; of wholesome sports, of unspoiled boyhood; of a daily routine permeated with a consciousness of responsibility and with the full understanding that boys must find their place in the work by their own acumen and exertion; here there is a broad experience combined with the ideals of education, the prowess and manliness of athletics together with culture and what is most important, a sense of responsibility to yourselves your families, to the community and nation that gives assurance you at least will not fail when your time comes."

THE ELEMENTARY SCHOOLS

Changes this year were minor but show a gradual evolution. Some improvement in spelling has been shown by standardized tests. Training in dramatics has been increased at all grade levels. Science teaching is being rejuvenated. Progress has been noted in the Junior High School both in teaching and in the pupil-teacher relationships. In the library-laboratory new techniques are being developed. Teachers now will have their classes for one year instead of a half year, up to the Junior High School. Our trip program has continued to grow along functional lines.

If a school knows what it is doing it will not allow itself to be limited to a choice of either fundamental skills or chaos, but rather it will provide a broad, well-balanced program, which will result in an adequate development of essential skills, plus much more. A few good teachers have always used what is thought of as a "modern" program. Many schools today have a growing percentage of such teachers. In this respect Girard College boys are fortunate, for they have long had instructors who planned beyond subject matter and who were capable of employing it successfully as a means to an end.

In the past two decades there has been greater change in elementary education than in higher levels. At present there is a middle-of-the-road tendency to make a guidance activity of the entire program of the lower grades. As one expert put it, "There is no essential difference between guidance and good teaching based on the philosophy of the modern elementary school."

The teaching of a "pure attachment to our republican institutions" can be carried to the lowest grades. The boy who learns to settle arguments by talking them over rather than by punching them out is learning about democracy. One teacher writes, "We do not attempt to teach democracy in the second grade, rather we create a democracy and live in it. We create a democracy by encouraging group interest and spirit, stressing responsibility and following of directions, developing initiative and aggressiveness, emphasizing kindness and tolerance, showing the need of respect for necessary authority, and by demonstrating why a thing is believed or done." Another teacher

writes, "We must endeavor to have children know two things well if we are to teach successfully democratic living: (1) that those of us who are working with them are very much interested in them and in their progress, (2) that much joy and satisfaction result from living and working happily together."

It should not be forgotten that in the emphasis on democracy in the classroom and the stress on teaching each child as an individual lie the foundation for adolescent progress in social adaptability and ease. Educators at the secondary school and at higher levels are too prone to forget that the elementary school training determines to a surprising extent the reactions of their students. They should, therefore, be infinitely more concerned about the welfare of the grade schools than is generally the case. Poor physical facilities, poorly trained teachers, and narrow programs in the lower schools, come home to roost vulture-like on the cupolas of many magnificent, but too often intellectually barren, high schools and colleges. For this reason a paper will be presented at one of the Centennial symposia on the elementary school as the cornerstone of our American education.

It is obvious that the program favored in our elementary grades would be impossible under a departmental setup, no matter how splendid the faculty. When our teachers were meeting one hundred and fifty or more boys daily, they could give almost no individual attention. Change to a nondepartmental setup resulted in benefit to the boys. They get vastly more in all ways now than they did a decade ago, and as a result are socially better able to compete with their contemporaries than ever before.

The Elementary School library-laboratory continues to arouse both the admiration and the envy of visiting educators, for its like is seldom seen. Elementary school libraries are not uncommon today, though good ones are scarce. Physical standards in new buildings are often better than ours, but our type of program is unusual. We pioneered in setting up a laboratory arrangement and included under it more than the use of books alone. The many kinds of audio-visual aids have been carefully studied. Courses of study from grades one to six inclusive have also been worked over and will be available in summarized form for inquiring visitors.

Increased enrollment has necessitated the use of all class-

rooms for academic purposes. The room set aside for science had to be given up, and the material that had been collected and purchased for that subject had to be stored. But the demand for elementary science continued, and a committee developed a rather ingenious solution. Individual boxes and trays were constructed, each of which holds apparatus and material for one phase of the subject; thus there is one for magnetism, one for geology, one for air-pressure, etc. We plan to put each tray or box into the hands of a teacher to keep in her room. She will assume responsibility for its circulation and its return. Certain rocks, fossils, and other items have been added from the discarded collection in Founder's Hall. These specimens are thus being returned to active use after a long period of relative obscurity.

"The greatest need of the Art Department," says its head, "is more storage space and a better place to hold exhibitions where all may see the work of the boys without climbing the back-breaking stairs either to the third floor of Middle School or the second floor of Founder's Hall." Perhaps small exhibitions may hereafter be shown for limited periods on the first floor of Founder's Hall.

The use of plastics, which, it is understood, has not been tried below the 10th and 11th grades in any other school than Girard College, continues to mark the work of the manual arts shops. At the present time our classes in plastics are confined to 6B and 6A. Because of the cost of Plexiglass we have been compelled to limit our projects to certain sizes. It is interesting to note that visitors and our own High School students crowded around the boys from the manual arts shops during the demonstration of plastic work on Activities Night.

No reputable authority in the field of elementary education believes that classes over twenty-five are practical. In the light of modern research that number is regarded as the limit for sound work. This is particularly true at Girard College because our boys need close pupil-teacher relationships as a partial substitute for the home, the percentage of less able boys may increase, we are getting boys who have never attended school before, and the Junior School classrooms are inadequate in size.

Once aptly known as "The Preparatory Year," the one year



AN EDUCATIONAL RADIO PROGRAM

of Junior High School is still pitched to bridge the gap between grades six and nine. First-term boys, for instance, who have known but one teacher in their academic work have three instructors, and second-termers have four. The A, B, C, D, E marking system is begun. There is some grouping by ability. An integrated type of program embracing the social studies and English, however, gives a continuity of experience under the supervision of a concerned person who acts as guide and counsellor through a home-room organization. Scholastic requirements are stiffened. Consultation with Senior High School departments has led to an agreement on courses of study. A course called "Personal Guidance" is designed to orient the boy to secondary school procedures, as well as to give him special help in personal problems. The Junior High School Student Council is assuming increased responsibility for planning social, athletic, and other group events. It has evinced a growth in the ability to take authority, under the able guidance of Miss Sigmund, and is now recognized by the pupils as a responsible organ in the operation of the department.

THE HIGH SCHOOL

It has been a successful year for the upper school. Failures have been fewer, problems in discipline have been negligible, and morale has been good. The faculty has maintained reasonable health, has carried on the work most conscientiously, and has shown a splendid spirit of loyalty. The outstanding record of our boys in colleges and universities is reported in another section.

But it would be a forecast of ultimate failure to be satisfied. The American way of life, a hackneyed phrase that nevertheless nowadays means much, becomes more clearly defined and we wonder restlessly whether we do all we can to fit and prepare our boys for that way of life in this disturbed world. Our horizons are widening; our physical and social world is so much larger than ever before. Our young men will need a knowledge and an understanding of national and international problems as never before if they are to help create and maintain the kind of democracy Stephen Girard believed in and upon which we stake our future and our position in world leadership. But basic to all

this is the necessity for well-established principles of conduct and habits of industry, sobriety, loyalty, and service.

More teachers than ever are assisting boys after school hours. There is much pressure to have boys come in for remedial work during recreation hours, but this is not permitted for freshmen and sophomores, and is limited for juniors and seniors to but one or two periods a week. The Saturday morning study hour has been a real boon. Teachers report that the boys do study and take the assignment seriously. Saturday study from 9:00 to 11:00 A.M. is required of boys whose records include conditions or unfavorable grades as reported at intervals during a given term. The Principal of the High School calls attention to the fact that at the end of the December report period no boys from seven entire High School classes were required to attend the special Saturday study. Although our standards are high we provide more than the usual opportunities open to boys in other schools to make up conditions. Re-examinations, make-up work in subsequent terms, and summer school courses aid boys to complete the High School course under the age limits set by the Founder. Following graduation our boys have usually earned reputations for themselves for courtesy and for knowing how to work. To the latter our academic program may make a considerable contribution, even though we have attempted within the past few years through differentiated curricula to adapt the boy's program to his ability and to avoid forcing him into a curriculum quite beyond his capacity. Our greatest task is, of course, to get boys to work up to capacity.

The writer shares the pride in our High School faculty felt by its Principal. He is always pleased with the personal interest taken in the boys. Let a boy "droop" a bit and at once a teacher requests a physical examination. Unusual conduct or emotional change is quickly noted and reported. The writer wishes it were possible to pass along to each faculty member the solicitous inquiries of alumni whom he meets. It is an enviable respect and affection that many Girardians feel for a teacher, a housemaster, or a governess.

In this period, which seems complex because changes come so fast, the social studies assume greater importance. At Girard

social studies have traditionally been stressed through the four years of the High School program. Referring to the aims of the Department of Social Studies, its head says that they try to impress upon youth the age-long struggle of man to control his surroundings and to better himself and his society; to use the history of the past as a key to understanding the present; to develop an interest in historical literature; to develop attitudes of sympathy and friendliness toward peoples of other ways of life; to build the realization that all peoples are as human as we, with feelings akin to ours. Throughout the course the Department aims to develop various skills in making and using maps, in analyzing and interpreting evidence, in building vocabulary, in forming and expressing opinions and judgments. The Head of the Department says further: "Our boys forget the details of their day-by-day learning, since those details are ever changing. But they do seem quite often to acquire habits of good workmanship and they acquire some appreciation of and an abiding faith in the future of the American way of life. Our boys are not likely to follow after totalitarian ways. The devotion to our republican institutions, which Girard called for, is an outgrowth of our work here."

The head of the English Department is much encouraged by the survey of results obtained. He is heartened by the system and environment at Girard that "make it possible to hold up boys to their finest achievement in literature study and appreciation, oral and written composition, spelling, word study, work habits, ideals, and the highest aims of English teaching." The specific objective of the English Department immediately ahead is to make correct speech a matter of natural habit "instead of a suit to don only when the need for doing so arises!" In this drive the Department has the right to expect the entire College to cooperate. As the recent Amherst Alumni report states, "Schools and colleges should recognize the fact that the bad English they complain of in their students is the effect not so much of too little or even of poor teaching of English as of low standards and loose practices all along the line in school and college. . . . Most of the reading, speaking and writing he does in his college work he does in departments other than English. The degree of competence he maintains in the use of English depends far less on what the Eng-

lish department may tell him than on what his instructors in all the subjects he studies permit or encourage him to do. . . . Good English, like other forms of goodness, is best served when it is more practiced than preached about." This whole problem is now being considered by the Program Committee. Its good work in the past promises good results in developing the method for cooperative action.

The Science Department has a double function to discharge, for, as its head says, "the colleges demand knowledge of fundamentals and life demands information as to what is going on in the outside world." New textbooks and new equipment are most essential in this department as well as adequate magazine and other visual material. Happily we have not suffered from lack of such material. Much of the increased interest is no doubt due to the scientific developments in the world about us, but well qualified teachers whom the boys regard highly create a respect for their subject.

The high light of the Mathematics Department this year has been the development of a program for the better classification of boys and improved attention to individual needs. This is extremely important, for it is in mathematics that many students become discouraged or fail. Distinction must be made between those who can and are likely to go to college and those who definitely will not.

It is a difficult thing to imagine a school of our type without the cultural influence of the Department of Romance Languages. Its competent staff supplies something that we could ill afford to miss. We can be thankful that our French-born founder wished each Girardian to study modern foreign languages. In a world in which distances have become small, one cannot afford, even for selfish reasons, to know nothing about his neighbors.

The talks given to the students of the Department of Commercial Studies by alumni and others are an important influence for maintaining interest in this work. These talks, one of which this year was given by a member of the Board, Mr. Hubert J. Horan, Jr., have been very stimulating. Whether justified or not, there has been a feeling that some boys choose shop rather than commercial studies as their vocational option because there is

little preparation necessary for shop courses. Mr. Hatcher recognizes this and is planning to have prepared recitations in the various shops more frequently.

At intervals the Department of Commercial Studies sends out questionnaires asking alumni who have taken its vocational work to check off the various types of work they have done during their first five years of employment and indicate whether they have had to do a given type of work frequently or occasionally. This information provides a rough sort of job analysis for each boy answering the questionnaire. A recent summary, listing in frequency order the duties of such younger alumni in commercial employment, lists first the use of the typewriter, in which 95% of the boys have been engaged, and runs all the way down to the forty-seventh or last item, the operation of a multigraph, in which 8% of our boys have had experience on their jobs. These occasional questionnaires have been of some value in determining the curriculum in commercial subjects and the programs in individual subjects. The use of the telephone, for example, is high on the list, and yet, because of the home backgrounds of many of our boys and the nature of our school, young alumni have had very little practice in its use either during vacation or on the campus unless we plan definitely to provide such a practice.

The most significant and important change in the Mechanical Department has been the reduction of time devoted to prevocational and exploratory courses, which will be carried on in the future under the supervision of the trade teachers. Much more individual attention is now given to the younger boys. No exploratory work, however, is given below the seventh grade; thus is shortened the gap between the prevocational work and trade instruction. The entire staff of the Mechanical Department has centered its efforts on economy measures, and pupil hour cost has been appreciably reduced. Wherever possible, equipment and supplies have been obtained from Government war-surplus sources. Unlike much of this material given to schools, the great bulk of what we have obtained has been profitably distributed and used in the Mechanical Department, the Department of Buildings and Grounds, and in other departments.

An interesting feature of the vocational guidance program for the sophomore classes is the series of talks given to these boys in connection with the option between mechanical training and commercial training which is offered them in their sophomore year. Early in November an alumnus, Mr. F. Russell Smith, '25, spoke upon opportunities open to boys with mechanical training. In the following week Mr. Alfred Equi, '27, talked about opportunities open to boys with commercial training. A week later our psychologist, Dr. Edward M. Twitmyer, Director of the Department of Student Personnel, spoke upon the topic "Choosing a Vocation." In the last week in November Mr. Creel W. Hatcher, the Head of the Mechanical Department, explained on two successive days the mechanical shop courses, and early in December Mr. G. Curtis Pritchard, the Assistant Superintendent of the Department of Admission and Discharge, similarly devoted two talks to commercial training. Following these talks the boys of the 2-2 and 2-1-3 classes made their individual choices between mechanical and commercial training. After this there was a careful checkup of the elections by the vocational teachers, followed by recommendations of the Vocational Guidance Committee which had reviewed the election, the vocational tryout course grades, the general classroom grades, the aptitude test results, and the general test results of each individual boy.

There is little new to be said concerning the Battalion. The routine has remained the same as in previous years. Next year, however, the drill rehearsal will be held on Monday afternoons instead of Friday afternoons. The Commandant has unusual ability to get boys to do good work without undue show of authority, and there are very few disciplinary problems. The public appearances of the Battalion are occasions of real satisfaction. After careful study it was decided that the position of Armorer could not be discontinued unless the Battalion itself were discontinued. The maintenance of a uniformed military unit even in a non-military school requires the services of a former Army man of this sort in connection with uniforms, rifles, band instruments, the Commandant's headquarters, the four company rooms, the Battalion classroom, the Battalion storeroom, and general matters affecting the routine and schedule of the Battalion.



DR. MELCHIOR SPEAKING AT THE PLANTING OF THE JUNE 1947 CLASS TREE

The death of Mr. Pfouts brings to an end our efforts to maintain a complete orchestra. At the close of the year there were 177 boys taking instrumental music. The concert band had 54 players, the drill band 37, the string orchestra 16, and the junior band 34. The swing band had 15 members. Organ recitals, attendance at lectures and orchestra concerts, outside instruction for a few select pupils, and private instruction in violin by a part-time teacher are valuable aids to our music instruction. Dr. Banks will make an effort next year to form an alto section from boys of upper High School classes, for he dislikes the present arrangement by which the alto parts must be sung by boys at their very peak of ability as sopranos.

Our musical organizations are called upon constantly for outside performances. Only a few requests can be honored, but when our boys do appear in public they acquit themselves well. The senior band played during the year at Hanover and at York in connection with the convention of the Pennsylvania Bandmasters' Association. They played at the Zoo, at the Penn Charter Color Contests, at the Haverford College Alumni Day celebration, and took part in the Flag Day parade. Our bands always participate in the Cultural Olympics and bring home a commendable report. Within the College our bands gave fourteen concerts. Anticipating the retirement of a loyal colleague, the Principal of the High School writes: "Mr. Frey's zeal and sincere devotion to instrumental music at Girard merit the very highest commendation. He works under many handicaps, he performs many menial tasks, he puts in long hours, but he is always optimistic, cheerful and cooperative. I shall miss him as a personal friend, and as a great Girardian—alumnus and teacher—after next June."

While our course of study is necessarily crowded because of our double curriculum, a few of our high school boys who show interest and talent in art have the opportunity to study and work in this field. The boys cover a textbook in the history and appreciation of art, but much of the time is devoted to drawing and painting, some of which will be seen in our Centennial pageant.

It may be noted here that the College has accepted an invitation to take institutional membership in the American Council

on Education. Most of the members of our professional and administrative staffs at Girard College hold personal memberships in a variety of educational organizations that are beneficial to them and to the College. It happens that the American Council on Education speaks well for American education in general, and this was evident most notably during the war. It is the comprehensive agency in American education that has carried on and is now conducting some of the most worth-while projects in progress. The colleges and universities of this area as well as some of the private schools and the Philadelphia Public School and Philadelphia Archdiocesan school systems are members.

The Post High School was started in 1931, largely because of our inability to place the youngest graduates of that period in positions or in college. Since that time it has provided for such boys a year of freshman college work. The University of Pennsylvania granted sufficient credit for this Post High School work to enable a Girardian to complete the College of Liberal Arts or the Wharton School course in three years and a summer session. Other colleges followed this example. Following the war it became difficult to place students in any college of first rank with advanced credit. Moreover, we have much more income from the Minor Trusts for helping boys go to colleges and universities than heretofore, and the Alumni Loan Fund has also grown to very considerable proportions. And then too we have never been able to provide a real college freshman situation, for the class has always been small and has had nowhere to live but the Junior School Building, where the observance of the usual rules concerning smoking and freedom of movement must be observed. It is generally recognized that both as a matter of educational and social adjustment it is better for a student upon leaving his preparatory school to enter at once upon a full four-year course instead of breaking the program by attending two different institutions of higher education.

The Post High School appeared to have outlived the usefulness which it certainly had in the past. The work of the Post High School will be concluded early in 1948. This will permit a considerable saving, particularly in the recovery of part of the service of a few of our best teachers who have given time to the Post

High School. It should be understood, however, that we shall keep our eyes open to the possibility that with changes in the world about us a Post High School may again become a desirable feature of our work.

LIBRARY SERVICE

Appendix E presents a summary of Library statistics.

In the older students' division of the Library the year showed a decrease of about eight per cent in the total number of books read. The amount of recreational reading done by this group of students has steadily decreased since the year 1942. Boys were doing more reading during the war years than they are at present. In the years 1942, 1943, and 1944 they were reading at a per capita average of twenty-five books a boy a year, while in the years 1945, 1946, and 1947 their per capita average varies from twenty to twenty-one books per year.

The two divisions of the Library which furnish a very complete library service to the younger boys of the College are the Children's Room and the Elementary Schools library-laboratory. One offers a pleasant browsing room with good books of all kinds temptingly displayed. The other provides a book laboratory where boys learn to use reference materials and to do simple research work on classroom projects.

In the Children's Room of the Main Library, fifty-eight per cent of the boys' recreational reading for the year consisted of books of fiction, and another twelve per cent lay in the realm of the fairytale. A loss in book circulation in the Children's Room resulted from two factors. The first grew out of the need for transferring to the Children's Room all social affairs of the school year which would normally have been held in Founder's Hall. Eighteen social affairs were held in this room during the year. However, with the Centennial year at hand, and the renovation of Founder's Hall completed, the Children's Room will resume its normal program. The second disruptive factor was the need for closing the two reading rooms of the Library during alternate months of the summer, while they underwent painting and re-

decorating. This work required for the first time during summer sessions our using the Elementary Library-Laboratory on the third floor of the Middle School. Except for the excessive heat of an exceptionally hot summer, this library room seemed to fit into the summer school program with very little additional effort. Its scanty collection of fiction was augmented with stories and picture books from the Children's Room. It was thought best not to permit books to be taken from the room, and consequently the book circulation statistics show a considerable drop from those of the summer of 1946.

The Elementary School Library-Laboratory had an active year, during which time a total of 142 classes were given instruction in the use of the library. One hundred and ten classes used the room as a laboratory for furthering their research on classroom projects. Twenty-eight story hours were held for the benefit of the younger boys, and six book talks were given to the older boys. The collection of mounted pictures was greatly enlarged and 2,978 pictures were loaned to teachers during the year.

The total attendance of boys in the Elementary School Library-Laboratory was 9,516 and that of the Children's Room was 16,153, these figures making a grand total of 25,669 boys in attendance in these two divisions. The librarians of these two divisions were responsible moreover for selecting 168 collections of books for classroom use, and 187 collections for use in the section rooms of the Household, each collection averaging about twenty books.

The greatest value of these two related library activities for smaller boys is realized only through a carefully planned correlation of their separate programs. It was therefore our extreme good fortune to have had these two libraries organized by the same individual. The one antedates the other by twelve years, but since 1937 they have run a parallel course, each complementing the other in giving a library service to our younger boys, such as few other elementary schools may boast.

When the Elementary Library-Laboratory was organized in 1937, it was placed under the direction of Mrs. Ula W. Echols. Mrs. Echols had previously organized the Children's Room in the

Main Library in 1925, and had served as Children's Librarian for a period of twelve years. Her thorough knowledge of the book collection in the Children's Room and her familiarity with the routine of that room proved invaluable in avoiding mistakes and duplications while she was planning the organization of the new library service. In the years following the opening of the Elementary Library-Laboratory a program of activities was built up that made it an integral part of the entire Elementary School plan, and established it as an essential part of the complete Library service to the College. Competent supervision of both library divisions for children has enhanced their value since the passing of Mrs. Echols.

During the summer about one thousand volumes were sent out for rebinding, and the fact that we consider ourselves fortunate to have got about half of them back by the end of August reflects conditions that still prevail. One of the tasks the Librarian accomplished last summer was that of locating as many as possible of the volumes that constituted the first library collection of the College. She succeeded in rounding up about five hundred that appear in the first accession book on record, and these should make an interesting exhibit for our Centennial year. It is interesting to recall that the Girard College Library and the library of the Central High School of Philadelphia, both of which were started by Alexander Dallas Bache, were probably the first school libraries of any size in the Middle Atlantic States.

We are again receiving requests for the privilege of examining the papers of Stephen Girard. There were few requests of this sort during the war. This collection has now found what we hope is its final depository in the northeast room on the second floor of Founder's Hall. The safes containing the business letters, the ships boxes filled with the shipping papers, many still in their original bundles, and the card indices have been assembled in this room. At a later date when adequate shelving has been installed, the twenty-four volumes of Letter Books will be placed in the room. This new plan will assemble as a unit the entire collection of letters, incoming and outgoing, together with the shipping papers and it will also facilitate research. Consider-

able work, however, must still be done on the arranging and indexing of the shipping papers.

HOUSEHOLD

A change of considerable importance looking toward a better use and more economical operation of our dormitory units was planned last spring and carried out in the autumn.

Two dormitory buildings, particularly Good Friends Hall, were our least satisfactory units. Neither embodied modern facilities and even general toilet facilities were still provided in a separate unit removed from the buildings. Good Friends Hall was in need of numerous repairs of a maintenance nature. It had no rooms suitable for the many activities boys engage in today. Its dining rooms were in Lafayette Hall. The scarcity of domestic employees had forced upon its occupants a housecleaning program which, with the service in the dining rooms, occupied unduly the time and attention of housemasters, governesses, and boys. It bred in the last a spirit of discontent, and minor infractions of discipline were frequent.

Good Friends Hall was closed completely and the rear part of Lafayette Hall, consisting of a kitchen, dining rooms, and a few bedrooms for domestics, was also closed. There was considerable redistribution of living and dining facilities for our boys and employees to the advantage of approximately 230 boys. It enabled us to use again one of our new units rather than outmoded units. It improved the actual administration of the pre-High School group even with the disadvantage of larger sections. It permitted the discontinuance of six positions in the Household Department and ten positions in the service divisions at a saving in salaries and wages of upward of \$20,000.00 per annum.

This year nothing affecting the lives of the boys was equal in importance to the vacating of the Good Friends Building and the reoccupation of the House Group. It would be idle to expect that so important a move could be consummated without losses. The greatest disadvantage of closing the Lafayette Hall dining room, for example, was that the Allen Hall boys had to give up their dining room to the Lafayette boys. This is a real loss because



YOUNGER BOYS ON HALLOWE'EN

the Allen Hall boys now share the Bordeaux dining room. In order to make this possible, some Bordeaux boys were sent to the Mariner dining room, and a few from that room to Merchant. These changes have necessitated more tables in the dining rooms, and each is now filled almost to capacity. Naturally, the solidarity of the S-2 Class has been lessened. The loss of the separate dining room by Allen Hall cannot be minimized. In general, however, the realignment of dormitories has benefited a great number of boys and has enabled us to discontinue the use of our poorest building and to reopen our best dormitory units, temporarily closed because of the war.

The reopening of the House Group has made life much more natural and pleasant for the 170 youngest boys of the College. Their life in the Junior School was altogether too strenuous and noisy, and much of the furniture and equipment there did not fit them. The House Group was designed for boys just their size, and it has served well to temper the shock of the change from home to College life and to make it as easy and natural as possible. One of the most attractive features of the House Group is a separate dining room for each house. Since the House Group was first opened, seamstresses supplied all the relief work for governesses in Houses A and F, and they supervised the dining rooms in the other Houses on Saturdays and Sundays. This was a departure from the practice of having only trained persons in charge of the boys at all times, and necessity was its only defense. The recent change has permitted us to eliminate this undesirable practice and to discontinue the position of one of the seamstresses.

The Junior School has ample facilities to meet the needs of the older boys who were transferred from the Good Friends Building. Indeed, it supplies all the facilities the closed building lacked. In the evening boys have various choices as to how they may spend their time. There are always some who are reading, writing, knitting, or playing quiet games in the living rooms. Construction work and hobbies attract others to the playrooms in the basement. These rooms are a haven for those who have had training in manual arts, and who want to make airplanes, posters, Christmas cards, gifts, and assorted gadgets. The more active youngsters go to the Armory, which is used much more now be-

cause the new asphalt floor is less dusty and is excellent for roller skating. Occasionally, all the boys in the building gather in the Junior School auditorium for story telling or short motion pictures.

The older boys transferred to the Junior School (Classes 5A to 6A) were assigned to Sections 9, 10, 11, and 12 in the west wing. Since they have a greater degree of maturity and are permitted to go out on Saturday, it seemed best to make a separate grouping for them. They have their own dining room and a dormitory floor and retire thirty minutes later than the others. The adjustment of these boys to the life in the Junior School was satisfactory from the first. Their relationship to the governesses has been greatly improved, and no serious behavior problems have appeared. There are no onerous housecleaning duties to interfere with their play time, work in the dining rooms has been reduced, and their former irritability and restlessness have disappeared.

From the stock of furniture in Good Friends Hall, pictures, mirrors, desks, chairs, bookcases, lamps, and storage cabinets were selected to supplement the furnishings for the Junior School and House Group. Most of the pictures will be hung in the Junior School dormitories.

In the President's Report for 1946 there is an account of a change made in the autumn of that year in the method of assigning boys to the four upper residence halls, Bordeaux, Mariner, Merchant, and Banker Halls. This resulted in a class distribution as follows:

Allen Hall S-2
Bordeaux Hall	J-2 to S-1
Mariner Hall	2-2 to J-2
Merchant Hall	7B to 2-2
Banker Hall7B to 2-2

The change has not disturbed the interest in the interhouse or interclass athletics. Teams from Allen, Bordeaux, and Mariner form one area of competition, and those from Merchant and

Banker another. The fact of the matter is that the younger boys in the two lower halls now have a better chance to play because they are not in competition with older boys. Indeed, interest in athletics in the two lower houses has been so stimulated that every able-bodied boy in each house is on a team.

Most of the social activities center about two of the upper houses. There is hardly a week during the year when a group from one or the other does not participate in some social affair either in the College or outside. It is a great convenience therefore to have all the boys interested in a given social event in one building.

The times, the condition of the furniture market, and the volume of work already under way in the different departments of the College all had their effect on the plans to refurnish the first floor living rooms in Mariner, Merchant, and Banker Halls. Specifications had been prepared and bids invited when it became known last spring that Good Friends Hall was to be vacated, and that there might be furniture from that source which would answer the purpose. Side chairs, armchairs, tables, sofas, rugs, lamps, and draperies were found to be appropriate and were transferred to the three upper halls and to Founder's Hall. The boys' living rooms were further improved by the removal of partitions enclosing lockers, by the relocation of lockers, by refinishing the oak paneling, and by laying new floor covering. The rooms now look fresh and inviting, and the boys are much pleased with the improvements.

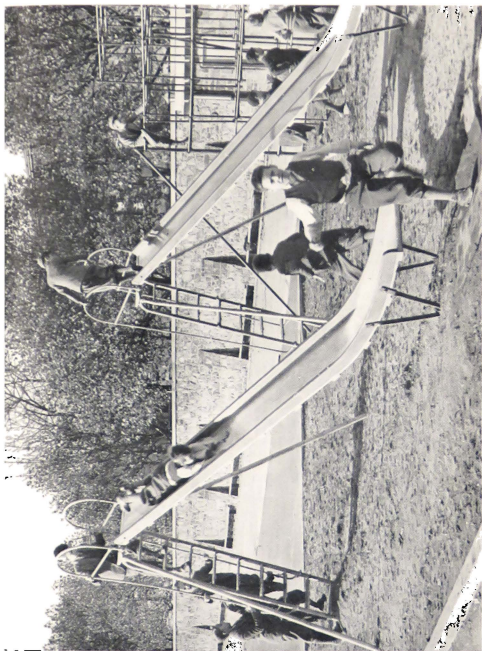
Certain improvements in buildings and equipment deserve mention. In September the roof over the rooms on the third floor of the Junior School was insulated, thus making the boys' dormitories and the private rooms quite free from extreme changes in temperature. Another remarkable improvement was made by soundproofing the ceilings of the boys' dining rooms and the cafeteria in the Junior School. The supervision at night of Houses B, C, D, and E when one of the two governesses was off duty had never been quite satisfactory or adequate if an emergency arose. During the summer, doors were cut in the walls separating the dormitories of B and C, D and E, which made access between the two pairs of houses easy and the supervision adequate.

The first decade in the history of Allen Hall as a residence for the S-2 Class came to a close last June. Twenty classes have been graduated in that period, and over 1,000 boys have had the advantage of spending their last half year under the favorable conditions that exist there. Boys live in separate rooms with one, two, or three others; the number in this building, which is the size of Bordeaux, is usually between fifty and sixty; and the appointments provide a degree of comfort and privacy that is not possible in buildings containing twice the number of boys. The conferences in preparation for employment and the social life fostered by Mr. and Mrs. Zarella are further means of making natural the change from school life to the life in a home outside.

Outside trips of both educational and recreational value continue to attract our boys. For many years a few boys have visited the Art Museum on the Parkway, the older ones to see the paintings and the period rooms, and the younger ones, with house-master or governess, to enjoy the showing of motion pictures. The Book Classic series of films offered there last winter was so interesting for boys of junior high school age that tickets were purchased for the series. Parties were made up on successive Saturdays, and the boys were always eager to be included. The boys thoroughly enjoyed the pictures, and the staff at the Museum extended the courtesy of reserved seats.

A special effort was made to provide an attractive and diversified program of activities for the boys of high school age for the period between the closing of one semester and the beginning of the next in early February. This period of two or three days is known to the boys as "bum week." Interclass basketball games and tournaments were played, additional pictures were shown, and the Bucknell College Glee Club gave a concert in the Chapel. All these events were of special interest to the older boys. Groups went out to see collegiate and professional basketball games, and others attended dances and roller skating and theatre parties. The interval between terms was so filled with activity and entertainment appropriate for boys that none had time to feel bored.

The postwar years stand up well under review so far as household facilities are concerned. Boys are well housed in relatively new, or recently improved buildings; certainly the average hous-



PLAYGROUND FUN

ing is better than ever before since the discontinuance of Good Friends Hall. There are excellent facilities for indoor play in their dormitory buildings and in the Armory; the playgrounds are, with one exception, in excellent condition; and there is an experienced staff for supervision and direction, whether at work or play, during time out of school.

PHYSICAL EDUCATION AND RECREATION

Many factors affect the well-being of the Girard College boy and not the least of these is the physical education and recreation program provided. Like eating, physical activity should be indulged in at properly spaced intervals. No one would think of eating all of his meals for three days at one sitting and then going without food for several days.

There has been developed for the boys of the first three grades a recreation roster which meets their needs and secures adequate results. Because of the limited demands upon the recreation time of boys of this age, the attendance at classes is reasonably regular and organization can be secured efficiently. Each class is organized with a captain and two lieutenants whose duty it is to assist the teacher in checking attendance, issuing and collecting recreational material, leading simple marching and calisthenics, and rounding up those lads who tend to stray from the playground. These classes are doing much in the matter of learning independence and practicing leadership and cooperation. The work as a whole is gaining its objectives. The boys of the fourth, fifth and sixth grades who play on the Good Friends playground are unfortunately in the age and development period when the demands upon their time are so frequent and pressing that little can be done upon a class basis. Mass physical education must be the rule. Music, remedial periods, messenger service, the barber, dentist, examinations, industrial, and other activities make attendance necessarily irregular. Nevertheless, mass programs are carried out in such activities as calisthenics, relay races, baseball, basketball, soccer, tennis, tag football, and volley ball. These boys are not lacking in opportunities for exercise as they have two hours a day after school. The boys of the High School and Junior High School have, in addition to one gymnasium and one

swimming class a week, at least one recreation period, during which they are given coaching and experience in all of the types of athletic games which the College supports. Each boy also is given frequent tests to determine his physical quotient. This program tends to give a boy a workable understanding of the rules of the games, a reasonable amount of skill, and an appreciation of teamwork which will enable him to become an intelligent spectator as well as an acceptable performer by the time he leaves the College.

During household time and under household supervision, the intramural athletic programs of the three upper houses are in operation. Games are played in soccer, rabbit ball, basketball, and interclass meets are held in the swimming pool, in the gymnasium, or on the running track in order to give experience in these different types of activity. The interest in these games and meets is always keen, sometimes to the point where the officials have their hands full. All varsity material comes from these three houses but no varsity team member is permitted to play intramurally, so that the number of boys eligible to take part in these class games is limited. Nevertheless, approximately eighty boys are in competition. This is a fine showing for this important part of the recreation plan. In Banker and Merchant Halls, where the number of boys is larger, the results are almost startling. In soccer this fall, Banker and Merchant Halls played 365 games; and in baseball, last spring, there were 273 games. In basketball, there were 324 games. Ninety-five percent of the entire enrollment of these two houses took active part in these contests. There were also 51 exhibition games with Lafayette and some playoffs for special groups. The Girard boy is certainly not being deprived of athletic opportunities.

In interscholastic athletics our teams have acquitted themselves in a most creditable manner. The outstanding record of the year was made by the soccer team which was chosen to represent the independent schools in the finals for the city championship. This contest was won by defeating Northeast High School by a score of 3 to 0. A group of interested faculty and alumni gave a dinner at the Sheraton Hotel on Thursday evening, January 15, to the Girard College Soccer Team which won the Terry Trophy.

This trophy honors a Girard graduate for his work in physical education in the Philadelphia public school system.

The swimming team also performed creditably. Not only was its local record one of merit, but its achievement in the field of intersectional competition was quite impressive. The team journeyed to Trenton to take part in the Annual Interscholastics, a meet comprising 17 teams in the Middle Atlantic area. The Girard College team won first place, competing with the best teams from this section of the country. In competition in the Girard College pool, five of our school records were tied or broken. There were 56 boys on the swimming squad, all of whom are now expert swimmers. The Junior Swimming Team composed of boys of 13 years or less, won all of its scheduled eleven meets and in addition won first place in the Junior Interscholastic contest held at the University of Pennsylvania pool on Saturday, January 25, 1947. A cup was donated by Mr. Jack Kelly, and the boys took just pride in winning this beautiful trophy.

The gymnastic team engaged in seven dual meets, of which it won five and lost two. This is a most satisfying outcome as the team was in competition with the best interscholastic teams in this area. There are 63 boys on the squad. Those left after graduation will make good team material for this coming season. The track team engaged in nine meets, winning six and losing three.

The fencing team won six of its nine meets. Fencing is not one of the major sports at Girard, but it began and has continued because a few housemasters had special interest and skill in it, which they wished to share with their boys. Started more as a hobby than as a sport, it is a splendid means of developing mental agility and physical skill. Those who take it do some preliminary work in the history of swordsmanship and chivalry. About twenty-five boys from the High School have had an interest in fencing and have practiced for an hour on Wednesday and Friday evenings just after dinner. Ten fencing meets were held with other schools. Demonstrations were given by members of the team in other schools, in the Activities Night program at the College, and in the Cultural Olympics at the University of Pennsylvania.

The basketball team* won half of its twelve contests. Unfortunately the baseball team won only a third of its twelve games.

We are weak in baseball and it is hoped that the coming year will see an improvement in this excellent activity, which, at least to many oldtimers, is the great American sport.

During the past year, the interest in scouting has gained although the number of boys enrolled has not increased. One reason for this increase in interest is the resumption of the overnight hike. The development of the Air Scouts has also been a stimulating factor. There is also a group of sub-scouters who meet once a week. These boys are below the accepted age for scouting, but when given the preliminaries of tenderfoot scouting, they are able to advance in their progress toward first-class scouting within a minimum of time. The group numbers 30 and is drawn from the older-age sections in Junior School. Our Mr. George B. Diament was again chairman of the Southern Districts Camping and Activities Committee and was Camp Chief at the Camporee in the Scout Training Area where 700 boys were in attendance. His work was most favorably commented upon. Troop 400 is composed of boys who have had a great deal of scouting experience and who wish still to be identified with the organization. They are most helpful in assisting scoutmasters in the conducting of meetings and hikes. Some of them intend to follow with considerable seriousness the promotion of scouting after leaving the College.

As one follows the trends in physical education, one cannot help being impressed by the emphasis now placed upon the prevention of the formation of unfortunate health habits and the remedial or corrective treatment of cases where habits and physical irregularities have become more or less permanently established. Girard has provided leadership in this effort with its work in corrective gymnastics and its restriction of activities in the interest of the boy's future welfare. There are on the restricted list at the present time approximately 90 boys. These boys are receiving treatment aimed at returning them to as nearly a normal life as possible and the results are encouraging. There are also 26 boys who are on restriction for some minor disability which should be considered temporary and, from which they may be expected to recover shortly. This total of 116 boys on the restricted list seems to be a large number until we realize that during the

past year 79 boys have been returned to normal activity.

In a school like ours, with its demanding and overcrowded schedules, its double curriculum, and its ever increasing demands upon the limited leisure time of the older students, the need for passive fun and relaxation is of importance. As a result, the lecture and entertainment program has been constructed so as to contain a weighted amount of mystery, music, science, travel, inspirational material, and ethics. The illustrated lecture has educational material which is interesting and easily assimilated. Talks by renowned travelers and prominent men and women in sports and radio, such as Dr. "Mike" Dorizas, Miss Alice Marble, and "Bill" Slater appeal to boys. The inclusion of some graduates of the College who have made successes in their chosen fields always strikes a responsive chord in the hearts of the student body. The showing of selected motion pictures weekly to the entire student group and of 16mm. pictures to the younger boys on week-end evenings has again proved its value.

The resurfacing of certain playgrounds as part of our improvement program and the even more recent resurfacing of the Main Road have greatly improved the appearance of the campus. Furthermore, the playgrounds now provide much safer playing surfaces for our boys. The Junior School Playground was improved by surrounding the apparatus and sand pile with a low cement curb, and the addition of new sliding boards and a steel ladder. The apparatus on the House Group Playground was repaired or replaced and two sliding boards were added.

The North Playground was again put into use last spring after an iron pipe fence had been built along the top of the retaining walls. During the first month's use there appeared to be some question about the proper drainage of the field. Here and there water stood in puddles after every rain. With further use, however, there was a marked improvement, and now the surface is in excellent condition for play within a few hours after rain.

THE HEALTH SERVICE

The general health of the College was good throughout the year of 1947. There were no real epidemics and the only approach to one was a flurry of upper respiratory infection in October and

November. One young man was found to have active tuberculosis in an early stage and was sent to Barton Memorial Hospital and thence to White Haven. He is reported to be doing well and will probably return to the College early in 1948. A boy who underwent a lobectomy because of bronchiectasis made a good recovery. No boys died at Girard College in the year of 1947. However, one young boy, while home on his vacation, developed what was diagnosed as German measles and then died within a few hours.

The incidence of rheumatic infection in the College is still distressing. There has been no reduction in the number of new cases, but the number of recurrences has been kept down. During the year there was a total of twelve cases, eight new ones and four recurrent. All of these boys required hospitalization for from three to six months each. It will be four to five years more before they will be cured, provided they have no recurrences. There are fifty rheumatic cases in Girard College at the present time. The limitations of their activities range from complete restrictions to very moderate restrictions, but all cases must be kept under surveillance. Cases admitted to the College in the inactive state have been carefully studied.

THE DEPARTMENT OF STUDENT PERSONNEL

Complete psychological and school placement examinations were given in 1947 to 354 candidates for admission, the highest number since 1941, though substantially below the 1940 figure of 433. Appendix N presents a brief outline of the method of procedure and materials used in conducting these examinations. Once again the experience with re-examinations confirms in our psychologist the feeling that boys concerning whom there is some doubt when they are first examined should have a further opportunity to qualify. Almost half of those re-examined in 1947 were finally admitted, though temporarily lower standards probably swelled the number considerably.

Admission examinations constitute only one of the duties of the Department of Student Personnel. The Department added to its files 125 new personnel cases. It continued to supply informa-

tion to the High School for its use in the academic placements of the boys coming from the seventh grade. The testing program in the seventh grade which supplied this data was continued on the same basis as last year, including the additional tests given individually. During the year, 31 special psychological examinations were administered, and reports were sent to those requesting them. As in the past, the majority of these were for the Lower and Middle Schools. The Department continued to utilize wherever possible the benefits which come from a direct contact with the boy's mother or guardian in working out various types of student problems. During the year this procedure was used in 63 instances. Mothers are generally appreciative of any opportunity to be consulted and advised in regard to their sons' difficulties. The corrective speech work for 1947 was maintained at about the same pace as in 1946, with remedial treatment for 43 boys as compared with 42 last year. Of the group treated, 19 cases were diagnosed as stammerers, while 24 cases fell in the category of "infantile mutilation." A total of 995 individual treatment lessons were provided for the 43 boys, of which 91 were given during the summer months for boys remaining at the College. The more serious cases were requested to report twice a week, and in a few instances three times per week.

The Remedial Class reopened on April 9, 1947, with six boys enrolled. The size of the class remained the same up to December 31, 1947. During this period 15 boys were admitted to the class. Of these, seven have been returned to their regular classes, two left the College, and the remaining six are continuing in remedial work. Three of the fifteen came to the Remedial Class for the second time. Eight boys came to the class for help in academic subjects, and seven for a combination of disciplinary and academic reasons. The practice has also been continued of sending boys to the Remedial Class for help in a single subject. Some boys are scheduled for such work for one hour a day, others for two or three times weekly. The improvements which have been shown by those attending the class seem to confirm the belief that this is a profitable arrangement.

A total of 51 boys were seen for psychiatric consultation or treatment interviews. Thirty of these were new cases. Twenty-one

had been seen previously. These boys were given 191 interviews. One boy who has had disturbing emotional upsets periodically was successfully graduated and has made a reasonably good adjustment away from the school. The therapeutic program at the school can be credited with preventing a serious breakdown during his residence here. The psychiatrist, commenting on the contemporary scene, says: "The general unrest and emotional instability which seems to be prevalent in community life today probably contributes to a certain extent to the mental and emotional difficulties encountered in families and children. It is rather striking that little of this exists in the Girard College setting, and that few of the problems among the boys can, in any way, be attributed to such factors. It is possible to conclude that the general morale and stable progressive program at the College are constructive mental hygiene factors in the lives of the students."

ADMISSION AND PLACEMENT

The number of new Pennsylvania-born applicants registered from January 1, 1947, to January 1, 1948, is 255. The corresponding figure of a year ago was 195. During 1947, 81 applications were received for boys born outside the state as compared with 23 in 1946. The foregoing totals of 336 for 1947 and 218 for 1946 compare with 203 in 1945, 243 in 1944, 203 in 1943, and 214 in 1942.

It is usually necessary to bring to the attention of the Board the fact that those tentatively admitted include some border-line cases. These are boys whose intellectual or physical limitations may interfere with their ultimate graduation from Girard College. It is recognized that special obligations are assumed in the admission of both groups of boys, and that we should be prepared to give each boy, if possible, an opportunity to find a place for himself, or separate him from the College when all reasonable efforts have failed to bring him success.

The foregoing statement points to the desirability of a greater degree of selection of boys who are to receive the bounty of Stephen Girard and follow the difficult curriculum he set forth in his Will. In this phase of our public relations program,

which is under the general direction of the Superintendent of Admission and Discharge, one will observe that the greatest success is attained through personal contacts, especially those developed by the Alumnus Representatives. The latter were probably responsible for more than half of the applications of the boys who entered Girard last September.

The public relations program, which should build up a larger admission application list, secure employment for younger alumni in future years when available positions may not be so numerous as at present, and cultivate much goodwill for the College, has had the cooperation of many interested staff members and alumni and has profited greatly by the experience and advice of Mr. Arthur Joyce of the Insurance Company of North America. The newest feature of this program is the Alumni Speakers Bureau, which will operate throughout 1948. The plan was organized in May, the promotion committee set up by June, the speakers recruited by July, and the fifty speakers trained at five seminar sessions during the fall months. The 16 mm. color-sound movie on "The Life of a Boy at Girard College" will accompany the speakers. Showing of this alumni-sponsored picture has already been scheduled by several hundred organizations.

This film, financed by the alumni as a Centennial project, was made by the Photographic Science Laboratory of Cornell University, a non-profit organization equipped with modern motion-picture-production machinery. The production equipment was moved to our campus to take out-of-doors scenes, including campus and sports views. Indoor musical, dramatic and other activities, as well as interview scenes, were also photographed and recorded. After its December meeting your Board viewed with strong approval the moving picture, and others who have seen it since that time have been equally enthusiastic.

During a period of seven days in December Girard College received an unprecedented amount of publicity. One item which attracted national attention was the article in the Saturday Evening Post on December 13. Its publication was marked by spot announcements on all local radio stations and by window displays in the five major Philadelphia department stores and elsewhere. During this brief period the moving picture was received and

viewed for the first time, the Christmas Concert had three Centennial performances, staff members received honors that drew some attention, articles appeared in local and outside newspapers, and in the magazine of the Pittsburgh Chamber of Commerce. There were also six radio broadcasts involving the College.

No modern organization of the size and standing of Girard College can afford to disregard the importance of public relations as it enters its second century of service. The Commonwealth of Pennsylvania should become more familiar with the College. More than a thousand groups of interested people will have seen the moving picture. A much larger number will read articles about Girard College in magazines, trade journals, and newspapers. Our well-developed tools of public relations should not be laid aside; on the contrary, it is sound business for us to expand our efforts in this area.

The Committee of Review, of which the Superintendent of Admission and Discharge is Chairman, had a light year, for it found it necessary to study fewer records for reasons of poor scholarship or poor conduct than in any year since its work began in 1939. This is indeed very encouraging. It may reflect the post-war leveling off, the recent realignment of the upper houses, the approach of the Centennial Celebration, and the influence of the General Course for students recognized as unable to carry the purely academic subjects.

Over seventy per cent of the students who left Girard in 1947 received diplomas. This is an unusually high percentage. It is only slightly under that for 1943, when we had the highest percentage in the history of the College.

JOB PLACEMENT

In the past ten years, during which there were approximately 700 placements, 1939 marked the only year in which there was a balance of jobs and available alumni. Today, there are job opportunities by the hundreds. Many placements were lost this year because no Girardians were available.

Practically all of our returning veterans fully reestablished themselves during the past year, either in suitable employment or

in the continuance of their studies on the college level. The January and the June graduating classes presented no problem. Over eighty percent of these graduates were working two months subsequent to leaving Girard. The salary level for beginners continued to hold up; our boys averaged \$28.00 weekly and ranged as high as \$40.00. The average weekly pay for all alumni placements was \$33.05.

Each year the Department of Admission and Discharge analyzes placement by occupational fields. Manufacturing registered an 18% gain over last year, but this is not as significant as the increase shown for the distribution field. It is worth noting that our graduates have demonstrated a new interest in sales and merchandising. War service gave many boys an early maturity, and younger boys seemed to develop their personalities earlier.

The career panel, with older Girardians contributing, is not new at Girard. The war interrupted this activity, but during 1947 it was resumed. As an Alumni Centennial measure, Mr. William Gauer of the Class of 1922 had agreed to take the leadership in this work. The first seminar session proved highly successful. Through this organized alumni group of "key men" in business and industry, it is possible to provide: (1) a corps of experts representing many different types of business; (2) excellent counsel for younger and older ex-Girardians manifesting a specific interest in a field of industrial endeavor; (3) an avenue for the practical enlightenment of our undergraduates through plant and office tours.

It is an historical fact that Girard College does not lose contact with its former students. For decades the "personality card" has served as a permanent record for each ex-Girardian. Appendix P presents a picture of the placement and follow-up work carried on by Girard College.

A recent study of the younger alumni who are working disclosed several important facts. First, not over ten cases which could be classed as real problems were noted among hundreds reported upon. Second, while we were aware that some alumni changed jobs frequently, we found that job stability was characteristic of the group as a whole. The average number of job

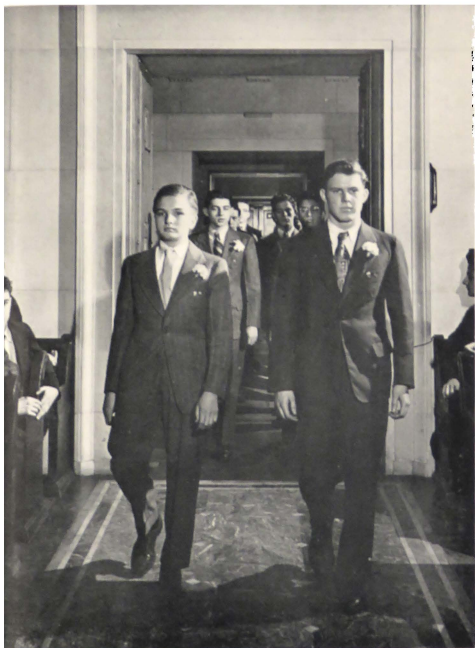
changes did not exceed one. To be sure, their first connections were carefully chosen. Third, practically all boys reporting were employed. Fourth, 67% of the group reporting indicated they had continued in work similar or closely allied to that in which they had been trained. Several young men had entered business for themselves.

ALUMNI

We are gratified as we note the ever-increasing number of our graduates who are assuming positions of real responsibility in industrial, commercial, and professional activities. At alumni dinners it is a delight to talk to so many graduates who are really proud of their achievements, their growing families, and their civic enterprises. Also, it is needless to say that we take great satisfaction in the record that our graduates are making in colleges and universities.

The total number of alumni attending institutions of higher learning in 1946-1947 was 278. Again the records of these alumni in the 99 colleges and universities attended are outstanding, for more than three-fifths of the subject grades they earned were either "A's" or "B's". The remaining grades, also passing, were "C's" or "D's", except 1.4% which were below passing.

The largest number of Girardians last semester at a single institution was 46 at the University of Pennsylvania, and only one of these young men failed a course. In other words, there was only one single course failure among the approximately 250 course grades received. The second largest college group of Girard alumni was 39 at Temple University. There were 14 at Pennsylvania State College, 11 at Drexel Institute, 7 at West Chester State Teachers College, 6 each at the University of Pittsburgh and the University of Scranton, 5 at Dickinson College, 4 each at Lehigh University, New York University, the Philadelphia College of Pharmacy and Science, St. Joseph's College, and Syracuse University, 3 each at Bowdoin College, Bucknell University, Harvard College, Lafayette College, LaSalle College, and the University of Maryland, and one or two each at Albright College, Alfred College, the Naval Academy at Annapolis, Boston Uni-



THE COMMENCEMENT PROCESSION

versity, the University of Buffalo, the University of Chicago, the University of Cincinnati, Clark University, Columbia University, University of Delaware, University of Denver, Georgetown University, Gettysburg College, Haverford College, Indiana University, Iowa Wesleyan College, Johns Hopkins University, Kenyon College, Lynchburg College, Maryville College, the University of Miami, the University of Michigan, Michigan State College, the University of Missouri, Muhlenberg College, North Texas Agricultural College, Northwestern University, Ohio State University, the University of Oregon, the College of the Pacific, Pasadena City College, Princeton University, Purdue University, the University of Rochester, Rutgers University, San Francisco State Teachers College, the University of Southern California, Southern Methodist University, Leland Stanford University, Swarthmore College, the University of Texas, Union College, Ursinus College, Villanova College, the University of Virginia, and the College of William and Mary, among others.

During the year 144 Girard alumni in colleges benefited from the income of minor trust funds under the supervision of the Board of Directors of City Trusts to the extent of \$18,450. Appendix F gives the institution attended by each of these young men. It also shows that a number of young men have profited by use of the Alumni Loan Fund to the extent of \$3,055.

When an alumnus who has benefited by the use of the money from the Alumni Loan Fund has cleared his indebtedness, it has been the custom of the President of the College to send him a note congratulating him and expressing appreciation. He is told that the writer has been "impressed with the good work which this Fund accomplishes," and that "the re-payment of a loan enables us to continue and extend its usefulness." One young alumnus who had fully repaid his loan replied as follows:

"It is my duty, not yours, to express my sincerest appreciation and deepest thanks to you, representing Girard, and to the Alumni Loan Committee for the kindness and toleration shown me . . .

"The Fund has done good work and it will continue to do so. If it were not for the Fund, I would not have been able to continue my education while earning a living. Once, again, I am indebted to Girard.

" . . . I made a solemn promise to myself that someday I would make a contribution to the Fund in order to help some other Girard boy. This promise is remade today. This, I hope, will show my appreciation to Girard."

SUMMER SCHOOL

This is the fifth year that the boys participated in a summer school program in which each had definite assignments during the entire school day beginning at nine in the morning and continuing until four in the afternoon. The satisfactory attitude of the boys and the fact that not one was reported to the summer school office for being absent from class without excuse, suggest that to the majority the summer program proved instructive and interesting. The boys were earnest about their work and one tutor, who had been connected with the Summer School for several years, stated that they worked more consistently last summer than at any other time in his experience. Many boys, he said, asked him for additional time for study. It would appear that the war with its many disturbing effects on adolescents is finally loosening its baneful influence.

Of the boys assigned to tutoring classes, many may be classified as "slow learners." With very few exceptions they have the innate ability to make a passing grade. However, for many different reasons they are a challenge to the most experienced and professionally competent teacher. The "tutoring boy" at all grade levels is generally an individual who requires much more time to think through any given situation or problem than a boy of average scholastic ability. He is a slow starter and has great difficulty in using his knowledge in any situation other than the one in which he has received it. Much information that a bright boy would acquire incidentally the "tutoring boy" has to learn through direct teaching. This requires much time and teaching skill on the part of the tutor. The boy may be able to plan, but his great difficulty lies in attempting to execute his plan. He is often the type of learner who needs constant guidance and sympathetic encouragement. He is sometimes completely lost in a group or class situation.

Liaison efforts between the regular teaching staff and the summer tutors have benefited the boys. There is a common understanding of purposes, standards, and methods. It is particularly gratifying to the summer school principal that each summer we have made available to our tutors better facilities for diagnosing individual student difficulties. Heads of departments in the High School have suggested materials for remedial instruction that have proved very helpful.

Appendix K provides an analysis of the summer school enrollment and shows an enrollment as large as that of many single boarding schools.

An innovation of the last two summers has been Target Practice which this year was ably organized and conducted by Mr. Howard Conklin, a member of the Girard College staff. It was enjoyed by all boys who were old enough to participate.

Forty-three High School boys in the tutoring group took two subjects and 17 more took only one subject. Of the 43 boys taking two subjects, five had either mechanical drawing or electric shop work and one academic subject. All classes were an hour in length, except those in drawing and shop, which continued for two hours. All boys were given at least one study period daily for each academic subject. These study periods were in the rooms of their subject teachers so that the boys might have assistance in preparing their assignments.

Forty-four boys were enrolled in mathematics, 22 in science, 13 in English, 12 in French, 4 in social studies, 3 each in electricity and health education, and 2 in mechanical drawing. Of the total of 103 subject registrations, ninety-eight passing grades were assigned at the close of the work. Except for boys restricted from physical activities, each boy was given one period in the pool and one for physical education in the Armory. The restricted boys were allowed recreational time in the indoor games classes or in the library.

A small tutoring group from the Middle School had a good summer. Each boy accepted responsibilities within the class and participated in planning the work of his group. As early as possible in the tutoring period, an effort was made to establish a friendly relation between pupil and teacher. Nevertheless, special emphasis

was placed on individual, group, and class "drill for skill." To measure objectively a boy's development during the summer tutoring class, standardized tests, teachers' tests and pupil-teacher judgments were used as measuring devices.

All boys not assigned to one of the tutoring classes had a complete roster in what is called the Activities School. The program of the latter is divided into a six-period day between nine and four o'clock. An attempt is made each summer to provide variety in the program and to add, when possible, new interests in the schedule. These enrichment classes attempt to provide experiences along lines not likely to be included in a regular school program, such as a radio workshop, certain excursions, and stamp collecting. This program is planned to provide for boys of all ages—grade one to high school. A unique development of the art program was the correlation of its activities with those of the radio workshop.

The handwork activities reached a new high point in boy interest this summer. Although prohibitive costs and scarcity have tended to reduce the quantity, quality and variety of material available, nevertheless, the projects of the teachers of handwork were varied, proved a source of pleasure, and satisfying outcome were produced by the boys in a three-week period.

The projects and media employed, differed according to the interests and abilities of the students. Younger boys worked with leather, felt, glass, and beads. Older ones used wood, and receive instruction, for a part of each period, in the handling of the necessary tools. Certain basic operations in wood-working were also demonstrated and carried out later by the boys.

Physical achievement tests were conducted during the summer of 1944 and 1945 to establish the physical ability standard for Girard College boys. The results of these tests were used as a basis for conducting this summer's program. Boys were greatly encouraged when they found they were able to reach a higher level of achievement at the end of a given period of self-testing. Special emphasis was given this year to the development of special skills required to excel in particular games. Those necessary in softball, volleyball, tennis, badminton, and wrestling were carefully explained and demonstrated. Observation disclosed that most of the

boys practiced the skills in which they were weak. This was especially the case when the boys found that the correct method was as easy to follow as the incorrect. Skills required in new games were also demonstrated and practiced during the recreation period. In many cases a marked development was in evidence. Every three weeks boys were selected and trained as leaders. These boys were placed in charge of an activity or assigned a small group of boys of their own age or younger. This plan permitted greater use of the facilities of the Armory and, most important of all, gave the leaders an opportunity to lead, teach, and help other boys.

Provisions were again made for boys who for physical reasons were restricted by the Director of the Health Service from pool and armory activities. In order that these boys would not feel "set apart" from the others, the roster of the "R" classes paralleled that of the regular roster of the Activities School except in the restricted areas.

As a hub receives strength from the spokes and in return supports the entire wheel, so the Auditorium was the supporting center of summer school activity. The Auditorium activities received their strength from the fact that they were not the work of any one person but the result of the cooperative efforts of the entire summer faculty. Among the talks given by outside persons, the highlights were those by "Chief" Bender, former World Series hero and at present scout for the Philadelphia Athletics Baseball Club, who thrilled the writer of this report on many a summer afternoon when he pitched for the Athletics; Dr. Edward J. Burke, Chief Chemist of the Philadelphia Department of Public Safety; Miss Helen Nevin, a teacher, and Mr. Thomas Larkin, a principal, of the Philadelphia Public Schools. A representative of the Women's Society for the Prevention of Cruelty to Animals also gave a short talk to the youngest boys. In harmony with the philosophy of the Auditorium activities stated at the outset of this report, many programs were presented by the various classes.

The names of the Summer School Staff are listed in Appendix C. Again the professional competency of the group was evident.

THE SUMMER CAMP

The College Camp in the Poconos was open for its 18th season last summer from June 28 to August 29. Again the boys attended in three groups of 166, 173, and 132 respectively, and each group had an outing of three weeks. There were 471 boys at the Camp in 1947, 369 in 1946, and 242 in 1945, when it was open for only two periods, or six weeks. The Superintendent, with six senior and six junior counselors, whose names appear in Appendix B, constituted the staff in charge of the boys. A nurse was in constant attendance, and the physician visited the Camp three times a week. The health of the boys was excellent.

The youngest group of boys occupied the Camp first, in order to secure the advantage of the very favorable weather of July. In August nights become cool, and among young boys colds often follow a drop in temperature. The plan of activities for the first group might be likened to a school where the homeroom teacher carries all the subjects. Boys went through the day under the direction of the same counselor. In the other groups boys selected their activities and then reported to them, as is done in a departmentalized school. As usual, there were swimming, boating, fishing, nature and wood work, hiking, archery, and other field sports and games. Music around the fire and taps ended a busy day.

There was an overnight hike for the older boys, which extended a total of 35 miles across country. It is interesting to watch boys at the overnight camp. After a busy day, they become tired, build a fire, cook their food, relate their experiences, and then go off to sleep under the stars. They are eager to see and identify trees, flowers, birds, and animals on the way. When they see adults interested in nature, they seek for the reason and become interested themselves. Once aroused, this interest becomes very strong. In teaching interested boys the ways of nature, there is ample opportunity to impress upon them the need of constant vigilance in the open country, the value of kindness to companions, the manliness of consideration for others, and the evil effects of waste and destruction.

"It is strange, but true, that an excellent way to teach a boy right relations with his fellows is to get him away from them and into close contact with nature. Under its influence, he may come to know himself and reach a real understanding of his relations to the rest of the world. Some may fall short of this achievement. If a love of the woods, the open country, and some of God's creatures be the only result, their days at Camp will be a source of satisfaction and inspiration," says the Superintendent of Household.

For nearly two years plans for the improvement of the recreation facilities at the Camp have been under consideration. Quite extensive plans were made to level or grade the playground and extend it to include some of the low ground east of the cabins. After a careful survey had been made, it was evident that an operation of such magnitude would be very costly. Then, too, no contractors who had the necessary equipment could be found a year ago to undertake such a job. Alternative plans of a much simpler nature were then made. The extension of the play area was given up, and the grading took the form of scraping the humps into the hollows. This will make the playground safe and inviting for outdoor play. The work was done by power machinery soon after the Camp was vacated, making the ground ready for use next summer.

THE GIRARD COLLEGE CENTENNIAL

Founder's Day in 1947, was honored by the presence of General Jacob L. Devers, Commanding General, Army Ground Forces, the highest ranking officer to review the Battalion in the history of the College. The large attendance was a foretaste of the Founder's Day that will bring Centennial Week to a close in 1948.

The Centennial Program is under the general direction of a committee of which Messrs. John A. Diemand and Owen D. Evans are respectively Chairman and Executive Secretary. Several early events have already been held and the College has had many interesting visitors. For example, within a period of less than a week in the latter part of the year, visitors included the Superintendent of the Public Schools of Pittsburgh, the head of the Psychology Department at one of our Roman Catholic universi-

ties (not a clergyman), the Chinese head of the Presbyterian High School in Peiping (not a clergyman), and two tourists from Denmark.

The last commencement of the first century of Girard College was held on June 19 in the Chapel with the President of the Board, Joseph Gilfillan, Esq., as the speaker. These last graduates of the century stand in a sense for the approximately 14,000 alumni whom the beneficence of Stephen Girard and the wisdom of those in control of his foundation have blessed during the first hundred years of Girard College. It was particularly appropriate that they have as their speaker the President of the Board, who is a living symbol of the century of unselfish, devoted, and prudent service on the part of his associates and their predecessors.

The annual Activities Night, which opened the Centennial Program, was successfully held in the Armory on the evening of Friday, November 21. A somewhat more elaborate program than usual was planned, and there was a large attendance. Typical activities in the instructional areas of the entire school were emphasized. There were exhibits of student hobbies, extracurricular activities and library projects. There were also exhibits and demonstrations by the Elementary Schools, the Junior High School, and the Academic, Commercial and Mechanical departments of the High School. The evening's formal program included selections played by the Girard College Band, vocal numbers sung by the Elementary School group, athletic demonstrations by the Junior High School students, selections by the Girard College Swing Band, and songs sung in Spanish, Italian, French, Russian, German, and Latin by our students of foreign languages.

For Activities Night the Library carried out the idea of the Centennial Year by exhibiting photographs of the early library rooms and displaying groups of old books, some of which were textbooks of the early days. Others represented the first books to be assembled as a library collection when the College was opened. The Library booth also had an attractive display of new books and audio-visual aids, something in marked contrast with the display of materials of a hundred years ago. In connection with Activities Night, the Librarian arranged an exhibit of the early history of the College, showing the original manuscript of the famous Will

of Stephen Girard, several reports of the architect, Thomas U. Walter, on progress in the construction of Founder's Hall, and several very interesting applications and indentures of boys who were among the first one hundred students to be admitted to Girard College when it was officially opened on January 1, 1848.

The Library was the recipient of a Centennial gift from the Girard Alumni. This gift took the form of a Memorial Music Room. A beautiful mahogany console radio victrola was installed with several albums of recorded symphonies. The room was richly furnished with a rug, several leather armchairs, two sectional sofas, and appropriate pictures and reading lamps. The low bookcases, which extend around three sides of the room, will have sections converted into cabinets for housing the record collection as it grows; other sections of shelving will be reserved for the Alumni Memorial Library which will contain beautifully bound editions of books selected by the various classes and dedicated to their deceased classmates. The remaining bookcases will contain the collection of books on music which is now shelved in the Main Reading Room of the Library. This music room is for the use of the boys in the College. It is an expression of the deep interest felt by the alumni in the Girard boy. Let us hope he will appreciate the gift and use it well.

Following Activities Night in November, the second event of the Centennial period was the thirty-second annual Christmas Concert. There were three performances instead of the usual two. An afternoon performance was given for the boys and members of their families and the staff of the College on Thursday, December 11, and evening concerts were given on Friday and Saturday, December 12 and 13, for alumni and other guests. Altogether over 5000 persons heard the Concert in addition to our own 1300 boys. For a second time the program featured a cantata, "The Christmas Story," a composition of Dr. Harry C. Banks, Jr., Director of Vocal Music. A senior, John V. DeMaio, won considerable applause for his playing of the first movement of Grieg's "Piano Concerto in A Minor." The traditional "Good Night and Christmas Prayer," as the closing number, sent the audience happily on its way.

Following a suggestion originally made by Mr. Cornelius D. Garretson, of the class of 1898, the Alumni Centennial Committee and the Board of Governors of the Girard Alumni are producing a commemorative plaque, made in bronze and with suitable inscription, to be located flush with the pavement at the upper end of the sidewalk leading from the main gates to Founder's Hall. It will carry an appropriate inscription commemorating the one hundredth anniversary of Girard College and will be presented "in grateful appreciation of Stephen Girard, Founder and Benefactor."

The Alumni Centennial Dinner of January 3, for which a large attendance is assured, will be a major affair. The January and June commencements of 1948 will be planned as Centennial events, and the Mothers' Day on Saturday, April 3, will be a Centennial event in which the mothers of the boys will have chief place.

Preceding Founder's Day, May 22, when there will doubtless be an unprecedented attendance, there will be a series of events on May 19, 20, and 21. Three educational symposia with the general theme "Education Looks Ahead" will be held on Wednesday afternoon, May 19, and on the morning and afternoon of May 20. The topic of the first of these will be "Educational Trends" with Dean Ernest O. Melby of New York University speaking on "The Public Schools," Dr. Claude M. Fuess of Phillips Andover Academy on "The Independent Schools," and President George F. Zook of the American Council on Education on "Higher Education." The second program on "Meeting the Compelling Needs of Youth" will feature Dean William F. Russell of Columbia University, speaking on "The Elementary School: Cornerstone of Education in our Democracy," and Dean Harold Benjamin of the University of Maryland, speaking on "The Place of the Secondary School in American Society." In the third symposium the general topic will be "Beyond the Curriculum, What?"

On the evenings of May 19 and 20 two major events will be held in the Academy of Music. In the first of these, Edgar S. McKaig's drama "Stephen Girard" will be presented by the Philadelphia Bar Association, followed by a pageant entitled

"A Vision Fulfilled," acted by students of Girard College. The evening will have as its general theme the man and the idea behind the Girard Will and the fulfillment of the Will. On Thursday evening, May 20, Stephen Girard's birthday, there will be a program honoring the Founder of Girard College. On this occasion His Excellency, M. Henry Bonnet, Ambassador of the French Republic, Mr. John A. Diemand, President of the Insurance Company of North America, Mr. Edward Hopkinson, Jr., Chairman of the Philadelphia Planning Commission and former President of the Investment Bankers Association of America, and a fourth speaker, will address the audience.

On Friday morning, May 21, there will be a program on "A Century of Girard College," which will appeal to the alumni and staff of Girard College and to others interested in Girard College as a school. Morris Duane, Esq., will speak on "The Writing of the Girard Will," Dr. Raymond I. Haskell of Girard College on "Stephen Girard as an Educational Pioneer," Dr. D. Montfort Melchior of Girard College on "The Contributions of Girard College to Education," Dr. E. Duncan Grizzell, Dean-elect of the School of Education of the University of Pennsylvania and formerly Chairman of the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools, on "The Place of Girard College among Educational Institutions," and Mr. Judson T. Shaplin of Harvard University on "An Alumnus Looks Back a Century."

Students, staff members, and alumni share the anticipation of your Board in looking forward to the Centennial year. It should be a year of inspiration and rededication.

THE CHAPEL

Girard College has been fortunate in the service freely offered to its boys in the Chapel by members of the staff and other laymen. An unusual anniversary of a minor nature occurred on Sunday, October 26. Dr. John L. Haney, who retired several years ago as the head of the Central High School, and who is now President of the Theodore Presser Company, first gave a Sunday morning address in the Girard College Chapel

on October 22, 1922. His address on Sunday, October 26, which almost exactly marked the 25th anniversary of his first address, was the 26th that he had given here. This type of service, rendered cheerfully and gratuitously, as well as effectively, is quite impressive to all Girardians. We have had only one similar anniversary at Girard College in recent years. Several years ago the late Honorable Franklin Spencer Edmonds completed forty years of service as a Chapel speaker.

No Girardian will minimize either the importance of the Chapel or the foresight of the Founder, who insisted that the members of the staff be persons of character. Most youngsters like the man who has high standards and who at the same time appeals to them because of his manliness. The writers of the Amherst Alumni report seemed to take a page from Stephen Girard when they wrote: "We do not presume to make suggestions to teachers as to what their convictions should be or how they should be expressed, but we feel that some device could be found for emphasizing the college's devotion to justice and brotherhood as well as truth, and that an attempt might be made to bring out and make explicit the common elements of positive faith which a great majority if not all the members of the faculty and administration actually share."

At this Centennial period it seems appropriate to include as Appendix O in this report a brief account of the formal religious instruction given at Girard College. The Appendix is a condensed version of a statement prepared by the Superintendent of Household.

THE STUDENT WORK PROGRAM

Developments in the program of chores are well summarized in the following paragraphs from the report of Mr. James D. White, Teacher of Commercial Studies, who performed with unusual success the task of organizing the enlarged work assignments in the early part of the war:

"The Student Work Program, by action of the Board of Directors of City Trusts in March 1947, was made a permanent part of the life of the Girard College boy, thus adding to his op-



GIRARD'S CHAPEL

portunities to be useful to the College and broadening the scope of the activities from which he may acquire attitudes and experience of educational value. Educators have always recognized the value of physical work as a part of youth's preparation for life, and the young man who has not learned to work well is not adequately equipped to face the problems life will present.

"When the organization of the Student Work Program on a permanent basis was considered, great effort was made to continue only those jobs which would cause a boy to miss a minimum of school time, and which would not demand too much of his own free time. Consequently, it was decided that the boys would serve only in the following capacities:

Sweeping dining rooms after meals and resetting tables.

Drying glasses and silver in pantries.

Putting food on tables at noon, and acting as messengers.

"There were to be no boys working on dishwashers, no boys in the kitchens, and no moppers in the dining rooms. Approximately 30 boys were to be on duty in the Dining and Service Building, 10 in Lafayette, and 10 in Junior School, making a total of 50 boys. . . .

"As the year 1947 drew closer to its end, the labor shortage became more acute in the Dining and Service Building, especially in so far as kitchen men and dishwashers were concerned. Consequently, as many as 7 boys were working on the dishwashers at one time and 6 more were helping with the mopping and pot washing in the kitchen. It was also necessary to send more boys to the Junior School to help on the dishwasher and glass washing machine.

"At the end of the year, approximately 75 boys were working in all jobs in the Dining and Service Building and in the Junior School Building. It is hoped, however, that this number will drop closer to 50 as time goes on. No boys are now working in the House Group.

"Mr. Arthur Franklin continues as assistant director, actually in charge of the operation of the program and he is assisted by Mr. Edward Anderson as supervisor in the Dining and Service Building and by Miss Matilda P. Boyer as supervisor in the Junior School."

THE SOCIAL PROGRAM

To extend the social horizon and widen the social experiences of our boys at Girard the social program has seen further development during its third year. The President's Report for 1945 outlined the purpose and scope of the program and again in 1946 reported some interesting innovations.

In the current year formal dance instruction and instruction in social conduct have continued. Class dances, class parties, teas and other events in the houses have been a regular part of the older boys' life. There have been outside luncheons, dinners, and dances which, in some instances, our boys have attended as guests of friends of the College. Many of these occasions have been very popular with our boys.

There have been some unscheduled social events. The J-1 and J-2 classes, for example, have each had roller skating parties this year, chaperoned by their respective class sponsors. These affairs were acknowledged successes. Among new functions was the S-1 class' "Open House" in Bordeaux Hall the same evening as the J-2 class dance. At this party the seniors entertained their guests with dancing and games while the juniors were out at their own class dance. This inspired a J-1 afternoon party in Mariner Hall, the boys' own home, which appealed strongly both to the boys and their senior housemaster. The younger boys are really radiant after one of these afternoon affairs, and even the chore of cleaning up afterward becomes something much less than unpleasant.

It has been very gratifying to note that the number of couples attending the various dances, in proportion to class membership, has increased very perceptibly this last year. The outstanding example of this was the J-2 Class Dance this fall. Of the 62 boys in the class, 55 were present with guests. Sponsors and others who have cooperated so wholeheartedly and tirelessly in this and all other functions are to be greatly commended for the contributions they have made to the boys. Many will have fuller lives as a result.

Miss McGhee, with a glance toward the future, says: "This coming year I propose to stress the fact that social customs are not something reserved for the rich. They are a part of our con-

temporary culture, and as such are important to everyone, regardless of his education, social status or financial condition. I want our boys to realize that the most important qualities an individual can have are integrity, a sense of fair play, regard for the rights of others, willingness to cooperate with others and a good sense of values. I want them to learn that all our so-called rules of social customs are built on these foundations. I want them to realize that respect for the rights of others is the corner stone upon which all social intercourse is built."

For three years we have expanded the formal social life of our young men. We have widened our program and given them much that they and others can see and use as a measuring stick for progress. The social program has been completely justified. But Miss McGhee is a conscientious idealist and she feels we need to go still further. The evolution of this program is worth careful observation. Few innovations in the educational world have so quickly proved their value.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

Money is one of the great casualties of wartime. In financial losses America may not have suffered the Teutonic blight so badly as some other nations, but the disturbance in its economy has not been slight. Institutions deriving income from endowed funds have not fared well. Services and materials cost more, but, to meet these increases as many other educational institutions do, Girard College cannot resort to increased tuition fees, increased tax rates, or increased state appropriations. Limitations in the manner of increasing its income force a realistic approach to budget-making.

Of some interest may be the distribution by percentages of total ordinary expenditures classified according to services in significant years, including 1947:

	1930	1936	1947
Administration	05.0	03.9	03.1
Admission, Discharge and Field Work	01.4	01.4	01.4
Clothing Service	10.1	09.2	13.2
Domestic Service	04.0	04.1	04.9

Food Service	24.1	22.7	21.6
Health Service	03.4	04.6	03.7
Instruction	20.9	21.9	21.0
Laundry	03.6	04.1	03.2
Library	01.3	01.2	01.1
Personal Care of Students	09.3	09.7	10.2
Plant Maintenance	15.8	16.5	16.2
Miscellaneous	01.1	00.7	00.4
Salaries and Wages	<u>56.2</u>	<u>60.6</u>	<u>58.8</u>
Supplies and Maintenance	43.8	39.4	41.2

In the physical plant of the College the outstanding event of the year 1947, and the most progressive step taken in five years, was the reopening of the House Group in September and the closing of Good Friends Hall and the rear part of Lafayette Hall. To accomplish this change, including the necessary transfer of equipment, for use in September, required the utmost effort of all concerned, particularly those of the Departments of Grounds and Buildings and Domestic Economy. Every piece of equipment down to the small faucet washers in the House Group was checked to test its working order, as the building had been unoccupied since June 1943. Two doors were cut in the partitions between dormitories B and C and D and E to permit passage between these houses without going outside the building. This was the result of a recommendation of a committee composed of Misses Newcomer and Stark and Messrs. Nicholson and Smith, of which the last was chairman.

There was an extensive amount of painting and wall-washing. The first floor rooms of the older boys' buildings and Lafayette Hall were redecorated during the summer, and living rooms in Mariner, Merchant and Banker Halls were improved by the removal of locker room partitions. Most of the old oak furniture in these buildings was broken or discarded after years of wear, and it was necessary to refurnish these three buildings with furniture secured from the closed Good Friends Hall. Asphalt tile floors and acoustical and insulation material were installed where necessary throughout the College. Some refrigeration machinery was overhauled by a contractor. New roofs were placed on the

House Group and the High School buildings. The latter also received new chairs in its auditorium and five electric water coolers for its corridors. The renovation of the entrance Lodge was begun near the close of the year. Considerable maintenance work was carried on at the Power House, including repairs to the coal conveyors, weigh larry, ash conveyor, and other equipment.

Extensive renovations were made in Founder's Hall, including rewiring, the installation of new electric fixtures, the installation of two toilet rooms in the first floor north vestibule, and the installation of a kitchen with equipment on the first floor. A brick masonry partition was erected in the northeast room on the second floor to divide the room into two parts. One of these is used for the storage of the safes containing the Girard papers and the other one as a manuscript room. Considerable painting was done, including the north and south vestibules and stairs at all floor levels. A great amount of labor was expended in closing ducts and unused openings, and in glazing, plaster patching, tinsmithing, carpentry, and tile work. Girard's furniture was reupholstered and refinished; the silver was polished, catalogued, and exhibited in glass cases. New window draperies were purchased for the Directors' Room; its door draperies were cleaned, dyed and relined, and its large rug was shampooed. Furniture for the lounge was transferred from Good Friends Hall living rooms, and metal chairs were transferred from Lafayette Hall dining rooms to the second floor auditorium.

The main road and most of the side roads were resurfaced by a contractor. We had considerable trouble with the cables supplying the campus lights. In the not-too-distant future it will be necessary to install new cables. The campus lights in the vicinity of the House Group were especially troublesome owing to floods in that vicinity. A concrete curbing was installed around the apparatus on the Junior School Playground to replace wooden curbing. New playground apparatus was installed on the House Group and Junior School playgrounds. The baseball backstop on the North Playground was extended and repaired by a contractor. The situation in the Boiler Room, fast becoming critical, will be relieved when the installation of the new boilers, as approved by action of the Board in October, is completed. The

installation of permanent facilities for the purchase and use of Philadelphia Electric Company electric power, which was approved at the same time, will effect a saving in operating expenses, provide for our growing electrical load, and assure the uninterrupted of operation.

The total expenditures of the Department of Grounds and Buildings during 1947 covering ordinary operation and maintenance, but exclusive of certain janitor and cleaning service, show an increase of 8.95 % over those of the previous year, as the result of increases in wages and cost of coal. During the year there were 9778 jobs assigned to the maintenance force, each one of which required the services of one or more mechanics. This is an increase of 392 over the 9386 jobs of 1946. The increase in jobs is accounted for by the reopening of the House Group, the alterations in Founder's Hall, and by the fact that repairs to equipment are more frequent because of the poorer quality of substitute materials.

Approximately 7000 commercial vehicles entered the grounds to make deliveries during the year. Many of these brought food. Most food items that were scarce or rationed during the war years were available in 1947 but the prices were very high.

There was some improvement in the availability of clothing items during the year. Shirts, raincoats, handkerchiefs, and other articles were purchased but at considerably higher prices than before the war. As a result, it was necessary in May to obtain an additional appropriation for clothing of \$64,200.00. Only low shoes were purchased in 1947. Since the shoe market was unsettled, we were unable to secure the type and style of shoe best fitted to the boys' needs. There were many purchases of small lots to keep our stocks filled. We are hoping to get a better shoe next year. It is interesting to note that there were 1959 more pairs of Oxfords issued than in 1946 when we used both Oxford and high shoes. In 1945, when high shoes were issued for every day use and Oxfords for special occasions, we issued 1850 fewer pairs than in 1947. It is not generally realized that low shoes cost as much a pair as high shoes and that their replacement and repair costs are higher. In 1944, when there were twice as many high shoes issued as low shoes, the average number of pairs of shoes

issued was 3.7 per capita, but the figure was 5 per capita in 1947 when only low shoes were distributed.

The College must be forehanded in providing necessities like clothing. Requisitions must be made months ahead of the actual need, because ours is a large institution, our system is formal and meticulous, and perhaps, to the unsympathetic outside observer, ponderous and cumbersome. Following the approval of a clothing requisition by the Business Manager he must shape up the matter for bidding purposes, this task usually requiring a period of ten days to two weeks. The bidders must then be given at least ten days to reply. It takes from several days to a week to work out the awards, and all this must be arranged in time to catch one of the monthly meetings of the Household Committee in order to secure formal authority. The formulation of the contract then follows; this may take anywhere from a week to a month. No purchase order can be issued, however, until the formal contract has been signed, sometimes with as many as fourteen signatures. As a result, in May it is already too late to estimate our overcoat needs for the following winter. These have to be estimated in April, while overcoats are still in use, in order to submit bids at the June meeting of the Household Committee. Then we can hope for an August delivery, a September fitting and marking, and an October issue.

The price of laundry soap reached a new high in 1947 of \$.275 per pound. Our annual need is approximately 22,000 lbs., making a total cost of \$6,050. The installation of a water softener in the Laundry should have further study since it might effect savings in soap and prolong the life of textiles. Other new laundry equipment may soon be needed. New laundry presses previously installed permitted the elimination of one position this year.

The labor situation continued to be, as it has been for five years, the most serious problem confronting the Domestic Economy Department. In March your Board approved the continuance of the Student Work Program and discontinued twenty-one unfilled positions in the food service. With the closing of Good Friends Hall and part of Lafayette Hall in the autumn there was an elimination of nine positions.

The total actual expenditures for 1947 for the maintenance

of Girard College, aside from extraordinary nonrecurring expenditures, amounted, according to the Comptroller's statement of December 31, 1947, to \$2,175,235.88, an increase of \$238,415.37 over the corresponding figure for 1946. The average number of students maintained was 1297, which represents a reduction of 9 from the figure for 1946. The per capita cost for 1947 was therefore \$1,677.13, an increase of \$194.12, or approximately 13% over the 1946 figure.

Since the amount spent in 1947 for subsistence was \$333,486.87, the per capita cost for subsistence calculated on the basis of boys only, numbering 1297, was \$257.1217, or \$.7791 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1297, officers and employees 291, total 1588), the per capita cost is \$210.00, or \$.6363 per day. The per capita cost per day for 1946 was \$.6924 for boys only and \$.5536 if others be included. Thus there were increases in 1947 over 1946 of \$.0867 and \$.0827 a day respectively. In this calculation, as in those of previous years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, since approximately one half our regular number are supplied with meals during this period.

Since no educational venture is simply Mark Hopkins on one end of a log with a student at the other, or Socrates lounging at a street corner reasoning with passers-by, the physical plant plays an important, though perhaps inconspicuous, part. In this connection it is pleasant to quote from the report of Dr. Twitmyer, who, in commenting on student morale, says: "I would like to mention what I consider to be the outstanding service rendered by one department and its head about whom we hear little and to whom too little credit is given. I refer to the Department of Buildings and Grounds under Mr. Anderson. There is a tendency, I think, for those of us who have direct contact with the boys, especially those in trouble, to lose sight of the assets at our disposal in bringing about satisfactory solutions to student problems. The physical conditions which surround our student body and which form the basic pattern of its environment are fundamental and extremely important. We all recognize the fine contribution

made by the Domestic Economy Department under the trying conditions of the war and postwar periods, but too few of us evaluate in its proper perspective the tremendous influence engendered by our physical plant. Frankly, I have marvelled many times at the smoothness and efficiency with which the plant operation of the College has been carried on under the most trying conditions. The very modest and helpful attitude which Mr. Anderson displays at all times, I feel, has caused many of us to fail to appreciate the true worth of his contribution. I would, therefore, like to pay tribute to him and to record the fact that his efforts play no small part in developing in our boys attitudes which are unhampered by continual dissatisfaction with their living conditions. This is one of the most important factors in institutional living, and is illustrative of the fact that every department has a direct bearing on the total life of our students, no matter how far that department may seem to be removed from each boy."

CONCLUSION

In the year 1947, the second full postwar year, we continued the attempt to return to so-called normal operations, but high costs made this impossible.

The outstanding change of the year was the reopening of the House Group, one of our best dormitory units, and the closing of our worst, Good Friends Hall, along with the partial closing of Lafayette Hall. The year has also brought extensive improvements in our buildings, especially in Founder's Hall, the resurfacing of our roadways, the marked success of our alumni in college and university courses, and the fruition of plans for celebrating the Centennial next year.

Again it is my desire to express grateful appreciation of the cooperation, confidence, and friendship accorded me both by the members of your Board and by my colleagues on the College staff.

Respectfully submitted,

MERLE M. ODGERS,
President.

APPENDIX A

CHANGES IN STAFF IN 1947

RESIGNATIONS

Kathleen F. Lockwood, B.S. in Ed., Governess	February 1
Donald L. Snively, B.S., M.S., Teacher of the Remedial Class	February 4
Marshall Mousley, Substitute Teacher of Foundry Practice	February 4
James L. Finley, D.D.S., Assistant Dentist	February 28
Kathleen M. Dooley, B.S., Nurse	February 28
William R. Buckwalter, B.S., A.M., Ph.D., Part-time Instructor, Post High School	March 10
George B. Morton, A.B., Regular Substitute Relieving Housemaster	April 30
Shirley B. Redish, Dental Hygienist	June 15
Marion M. Epley, Substitute Teacher, Elementary Schools	June 27
Ruth A. Steiner, B.S., Governess	September 3
Gladys Gallagher, B.S., Substitute Governess	September 3
James B. Lendrum, Substitute Housemaster	September 3
James A. Keegan, B.S., Housemaster	September 3
Elizabeth M. Saylor, Governess	September 3
Dorothy J. Trautwein, B.S. in Ed., Playground Teacher	September 3
Nelson R. Stewart, B.S., Industrial Supervisor	September 3
Irving Eisenberg, D.D.S., Assistant Dentist	September 5
Muriel M. Bollinger, B.S., A.M., Assistant to Director of Student Personnel	September 30
Gertrude G. McClellan, R.N., General Duty Nurse	October 1

APPOINTMENTS

Gladys Gallagher, B.S., Regular Substitute Governess	February 10
Jane Frankenfield, Substitute Teacher, Elementary Schools	February 17
Jane B. Otto, R.N., Nurse	March 1
Dr. Irving Eisenberg, D.D.S., Assistant Dentist	March 1
Harold M. Haas, B.S., M.B.S., Ph.D., Part-time Instructor, Post High School	March 10
Theodore E. Biss, B.S., Teacher of Remedial Class	April 9
Elizabeth W. Eather, Dental Hygienist	July 15
Matthew McMillen, Armorer	August 1
Margaret Yeatman, B.S., Teacher, Elementary Schools	September 1
Marta R. Cooper, B.S., Teacher, Elementary Schools	September 1
Roger A. Eisenhart, B.S., M.S., Assistant in Mechanical Drawing and Trade Drafting	September 1
Magdalene H. Brosius, B.S., M. in Ed., Teacher, Elementary Schools	September 1

George H. Burne, A.B., A.M., Industrial Supervisor	September 4
Raymond R. Reiff, B.S. in Ed., Playground Teacher	September 4
Donald T. Furey, D.D.S., Assistant Dentist	September 15
Ruth E. Jones, B.S., M.S., Assistant to Director of Student Personnel	October 1
Mary E. Clayton, R.N., General Duty Nurse	October 6
Harry L. Riley, Instructor in the Machine Shop	October 22
†Anne G. Greene, A.B., Substitute Governess	November 28

RETIREMENTS

Esther N. Swigart, A.B., A.M., Teacher of History, High School	August 31
R. Ellinger Blithe, Teacher of Mechanical Drawing	September 30

DEATHS

Elizabeth A. Widdicombe, Teacher, Elementary Schools	April 2
Earl Pfouts, Teacher of Violin	April 27
Anna M. Craft, Retired Assistant Supervisor, Domestic Economy Department	May 14
Katherine S. Paul, Retired Teacher, Elementary Schools	August 13
Katherine H. Brophy, Retired Teacher, Elementary Schools	September 13
Eleanor E. Badger, Governess	November 13

TRANSFERS

Arthur J. Fahl, A.B., M.S., from Assistant Instructor in Woodworking to Teacher of Social Studies	February 5
Robert W. Morrison, B.S., M.S., from Part-Time Instructor in Instrumental Music to Instructor in Instrumental Music	September 1

APPENDIX B

GIRARD COLLEGE CAMP—1947

Superintendent of Camp	George B. Diamant
Visiting Camp Physician	Philip F. Ehrig, M.D.
Resident Nurse	Mary Bonenberger, R.N.

SENIOR COUNCILORS

Elmer J. Binker, Jr.
 Claude F. Larimer
 Frank Pipito
 Raymond Reiff
 Leon C. Rudy
 Irving Spaner

JUNIOR COUNCILORS

Bernard Cheskin
 Anthony J. Costanzo
 Walter H. Costello
 Robert B. Eyer
 John Kogut
 Manlio Mattia

APPENDIX C

STAFF OF SUMMER SCHOOL — 1947

Principal	Charles K. Hay
Supervisor of Instructional Program	Russell M. Leonard
Supervisor of Recreational Program	Edmund O. Mueller
Supervisor of Recreational Program	Jacob D. Geiger
Supervisor of Auditorium Activities	Bernard G. Kelner
Tutor and Chairman of Tutors of High School Subjects	George F. Humphreys
Tutor of High School Subjects	John A. Nevin
Tutor of High School Subjects	A. Harold Fluck
Tutor of High School Subjects	Charles C. Smith
Tutor of High School Subjects	Louis Labovitz
Teacher of High School Enrichment Program	Milton O. Pearce
Teacher of High School Enrichment Program	Robert C. Wiltbank
Teacher of Music and Auditorium Activities	Anne Ounan
Teacher of Music and Auditorium Activities	Elizabeth Tweedale
Tutor of Junior High School Subjects	John J. Welsh

TEACHERS OF RECREATIONAL ACTIVITIES

I. Edward Branchut	Christian Koch, Jr.
Jay E. Geiger	Anne Ounan

ELEMENTARY SCHOOL TEACHERS

Laura E. Harmon	Martin J. Warnick
Lillian A. Reece	

ENRICHMENT PROGRAM

Edna M. Hemphill
Thomas P. Larkin
Marjory P. Ruth
Virginia Sheller
Margaret E. Weigand

HANDWORK PROGRAM

Gertrude M. Ehinger
Earl D. Springer
E. Woodward Waltz

APPENDIX D

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations and other matters of record for which students of the College were under observation in the Infirmary during the year of 1947:

Abscess	9	Nephritis, Chronic	1
Abrasion	2	Nephritis, Acute	1
Adenitis	10	Observation	20
Athletes Foot	12	Otitis Media, Acute	18
Bronchitis	3	Otitis Media, Chronic	1
Burns	3	Pertussis	2
Cellulitis	6	Pityriasis	1
Chicken Pox	32	Poisoning, Carbon tetrachloride	1
Concussion	2	Rat Bite	1
Conjunctivitis, Acute Catarrhal	3	Rheumatic Infection	12
Contusion	28	Rhus Toxicodendron	3
Deaths	1	Scabies	1
Dermatitis	3	Serum Reaction	42
Dietetic Indiscretion	312	Skin Infection	3
Dislocated finger (Navicular)	1	Sprain	1
Eczema	3	Strabismus	2
Effusion	1	Traumatic Cornew Iritis	1
Enteritis	1	Tuberculosis	1
Enuresis	1	Urticaria	4
Foreign Body	4	Upper Respiratory Infection:	
Fracture	19	Pneumonia, Lobar	6
Furuncle	3	Pneumonia, Bronch	5
German Measles	4	Tonsillitis	1
Hematoma	6	Upper Respiratory Infection	688
Intestinal parasites	1	Vincent's Angina	3
Laceration	5		
Mumps	16	Total	1310

OPERATIONS

Adenoidectomy	4
Appendectomy	11
Circumcision	22
Excision left Hydrocele	1
Extraction of Teeth	7
Eye Operations	2
Foreign Body	1
Fracture	7
Ganglion	2
Herniorrhaphy	3
Hydrocele	1
Incomp. fracture left radius	1
Repair:	
Laceration of forearm	2
Reduction of dislocated elbow	1
Suturing of tendon	1
Excision	3
Submucous resection	10
Tonsils & Adenoidectomy	6
Torek, 1st Stage	1
Torek, 2nd Stage	1
	<hr/>
Total	87

DISPENSARY TREATMENTS

Infirmery	110,563
Otolaryngological	1,684
Ophthalmological	2,630
Dental	24,757
	<hr/>
Total	139,634
Average number of Hospital days per person	7.3
Average number in the daily census	27.4

APPENDIX E
SUMMARY OF LIBRARY STATISTICS
BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's	Total	Total
	Boys	Adults	Room	1947	1946
General Works	138	22	9	169	297
Philosophy	52	96	1	149	165
Religion	49	68	167	284	458
Sociology and Folklore..	726	348	2454	3528	3935
Languages.....	37	13	28	78	110
Science	453	76	869	1398	1534
Useful arts.....	963	197	900	2060	2319
Fine arts	996	176	1086	2258	2630
Literature	962	240	455	1657	1613
History	1104	221	554	1879	2353
Travel	490	194	469	1153	1186
Biography	852	324	1283	2459	2485
Fiction	7947	2570	11669	22186	23237
Periodicals	83	12526	0	12609	11836
Total circulation.....	14852	17071	19944	51867	54158
Main Department circulation	Boys			14852	15588
	Adults			17071	17833
Children's Room circulation				19944	20737
Grand Total Book circulation				51867	54158

ATTENDANCE IN MAIN LIBRARY

		1947	1946
Main Department Attendance	Boys	34045	37902
	Adults	2016	1886
Children's Room Attendance ..		16153	16787
Grand Total Attendance		52214	56575

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1947	1946
Number of films loaned for classroom use ..	642	702
Number of pictures and pamphlets loaned	2978	
Number of slides loaned for classroom use	1123	2063
Attendance of boys for research	5522	4166
Attendance of boys for group activities	3994	5227

BOOKS ADDED TO THE LIBRARY

Non-fiction	1677
Fiction	1022
Periodicals (Bound volumes)	0
Total number of volumes added to the Library in 1947	2719
Total number of volumes discarded and lost in 1947	611
Total accessions to date	96850
Total unaccessioned bound volumes to date	7165
Total discarded and lost to date	16635
Total approximate number of volumes in the Library in 1947 ..	87380

APPENDIX F

ASSISTANCE TO ALUMNI FOR HIGHER EDUCATION

In the Year 1947

LAWRENCE TODD FUND

Erwin Antoni, University of Pennsylvania
Walter H. Costello, Drexel Institute
Edwin L. Finkel, University of Pennsylvania
Robert P. Johnston, Pennsylvania State College
George L. Matlack, Drexel Institute
Dominic Menta, University of Pennsylvania
Ralph B. Shankweiler, University of Pennsylvania
William S. Smith, University of Pennsylvania
William W. Snyder, Indiana Technical College

HARRY BROCKLEHURST FUND

Frederick A. Biese, Syracuse University
Bernard Blence, Temple University
Alfio Bonaventura, Temple University
Richard W. Boyd, University of Pittsburgh
Joseph M. Brethwaite, Drexel Institute
Louis J. Calabrese, University of Pennsylvania
William Campbell, University of Pennsylvania
Walter Dudlik, LaSalle College
Wilton Hughes, George Washington University
John Kogut, University of Pennsylvania
Richard D. Lambert, University of Pennsylvania
Albert J. Lewis, Kenyon College
Alfred B. Lista, LaSalle College
Harold Lusher, Bowdoin College
Manlio M. Mattia, University of Pennsylvania
Dennis Mergo, Bucknell University
Roger Moore, University of Pennsylvania
John W. O'Hara, University of Pennsylvania
Donald Panaro, University of Pennsylvania
Joseph E. Steiner, Louisiana State University
Leon C. Tashjian, George Washington University
Blair A. Thompson, Pennsylvania State College
John S. Tobin, Temple University
James R. Todd, Maryville College

Dominic Toscani, Bowdoin College
 Bernard Toscani, Harvard University
 William J. Tridico, LaSalle College
 Francis J. Uleau, St. Joseph's College
 Anthony D. Volk, Villanova College
 Joseph Weiner, Temple University
 Lawrence Weiskrantz, Swarthmore College
 Meyer Weiss, University of Pennsylvania
 William L. Williams, University of Pennsylvania
 John Zupco, Mohawk College

JOHN R. NEISON FUND

Francis A. Allen, Albright College
 Radcliffe H. Allen, University of Pennsylvania
 Dario M. Ambrosini, Clark University
 Cecil L. Anderson, Boston University
 John R. Anderson, Lehigh University
 Erwin Antoni, University of Pennsylvania
 John Antoni, West Chester State Teachers College
 George A. Applegate, University of Pennsylvania
 Irving Aschendorf, University of Cincinnati
 Samuel E. Asquith, University of Pennsylvania
 Samuel P. Axe, York Institute
 Donald D. Baker, University of Pennsylvania
 Richard H. Barnes, Hershey Junior College
 James G. Barnhart, University of Pennsylvania
 Roland H. Bates, Pennsylvania State College
 Robert J. Bell, Drexel Institute
 Gilbert E. Bouse, George Peabody College
 Theodore Brandow, University of Pennsylvania
 Joseph M. Brethwaite, Drexel Institute
 Charles Brown, Purdue University
 James E. Bryan, Ohio State University
 Paul P. Budenstein, Temple University
 William E. Calhoun, Houghton College
 August Caniki, University of Pennsylvania
 Umberto Cantalamessa, Bowdoin College
 Walter H. Costello, Drexel Institute
 Carmen Cullarafi, Temple University
 Robert V. Dermott, Pennsylvania State College
 Frank DeSanto, Temple University
 Carmen DiGiovanni, Haverford College
 William Drumheller, University of Pennsylvania
 Carl Evans, Juniata College

Frank Evans, University of Pennsylvania
 Clarence D. Fassett, Temple University
 Marvin T. Fassett, University of Pennsylvania
 Paul V. Fay, Louisiana State University
 Edwin L. Finkel, University of Pennsylvania
 John Fischer, Dickinson College
 Joseph A. Fischer, Princeton University
 Harold J. Freeman, Temple University
 Richard E. Frey, University of Pennsylvania
 Vincent J. Galasso, Bob Jones College
 Robert M. Ganter, Philadelphia College of Pharmacy and Science
 Charles Gentile, St. John's College
 Anthony J. Girardi, Pennsylvania State College
 Joseph Glasser, University of Pennsylvania
 Benjamin O. Gould, Temple University
 Robert E. Grawe, Temple University
 Marshall Guntrum, University of Rochester
 John W. Hamilton, Pennsylvania State College
 George Havrisik, Drexel Institute
 Thomas Howell, Kenyon College
 William H. Hunter, Grove City College
 Robert P. Johnston, Pennsylvania State College
 Henry W. Jones, Temple University
 Robert C. Jones, University of Pennsylvania
 Leon F. Jurski, University of Pennsylvania
 Walter E. Kelly, Pennsylvania Academy of the Fine Arts
 John G. Kepford, Juniata College
 Salem Kirban, Temple University
 Horace Kirk, University of Oregon
 Charles Kirschbaum, University of Pennsylvania
 Norbert F. Kockler, Dickinson College
 Daniel E. Kogut, Northwestern University
 Robert E. Krider, University of Pennsylvania
 Charles W. Kuhn, Ursinus College
 Richard Lambert, University of Pennsylvania
 Joseph L. Leavens, Drexel Institute
 James B. Lendrum, University of Pennsylvania
 Edward Lipp, Temple University
 James J. Malloy, Drexel Institute
 William J. Malloy, St. Joseph's College
 George L. Matlack, Drexel Institute
 William F. Matts, West Chester State Teachers College
 Francis H. McGovern, St. Joseph's College
 William J. McKniff, Georgetown University

Dominic Menta, University of Pennsylvania
 Royle M. Mills, Bucknell University
 Leo Milner, Temple University
 George F. Moyer, Temple University
 Robert L. Norris, Iowa Wesleyan College
 Elmer A. Oesterlin, New York University
 Cheston S. Olsen, Philadelphia Conservatory of Music
 Rudolph J. Panaro, Scranton University
 Raymond Pellicciotti, Temple University
 Edward J. Pittinger, Scranton University
 Michael J. Pohorilla, University of Pennsylvania
 Vincent W. Raba, Temple University
 Walter P. Rahn, Pennsylvania State College
 William E. Riemer, Lynchburg College
 Edward H. Roberts, Drexel Institute
 Harold Rosen, Temple University
 John Rothrock, University of Pennsylvania
 Bartholomew J. Rumaker, Temple University
 Adelbert P. Samson, Pennsylvania State College
 Robert G. Sands, Scranton University
 Thomas F. Santilli, New York Medical College
 Richard L. Schafer, University of Maryland
 Edward F. Schilling, Syracuse University
 Daniel Scrobe, Lehigh University
 Harold E. Scott, University of Buffalo
 John Semenick, Drexel Institute
 Ralph B. Shankweiler, University of Pennsylvania
 Harold Sherman, University of Pennsylvania
 Warren G. Smeltzer, Millersville State Teachers College
 Alfred Smeraglio, Temple University
 Charles S. Smith, Lafayette College
 John H. Smith, Lafayette College
 William S. Smith, University of Pennsylvania
 William W. Snyder, Indiana Technical College
 Edward K. Sobers, Louisiana Polytechnic Institute

ALUMNI LOAN FUND

Francis Allen, Temple University Law School
 Erwin Antoni, University of Pennsylvania
 Donald Baker, University of Pennsylvania
 Alfio R. Bonaventura, Temple University
 Louis J. Calabrese, University of Michigan
 Daniel P. Cochetti, Philadelphia Conservatory of Music

Ralph G. Dermott, Lock Haven State Teachers College
 Marvin T. Fassett, University of Pennsylvania
 Harold J. Freeman, Temple University
 James R. Gabel, University of Pennsylvania
 John J. Geraghty, Temple University
 Benjamin O. Gould, Temple University
 Robert P. Johnston, Pennsylvania State College
 Robert E. Krider, University of Pennsylvania
 Charles Kuhn, Ursinus College
 Albert J. Lewis, Kenyon College
 Robert P. Mackenzie, University of Virginia
 Raphael Massa, West Chester State Teachers College
 Frederick M. Mayer, West Chester State Teachers College
 Francis H. McGovern, St. Joseph's College
 Dennis M. Mergo, Bucknell University
 Ernest E. Miller, Illinois Institute of Technology
 Elmer Oesterlin, New York University
 John W. O'Hara, University of Pennsylvania
 Charles Paulsen, Temple University
 Edmund F. Schilling, Syracuse University
 Louis E. Severino, Imperial Art School
 Ralph B. Shankweiler, University of Pennsylvania
 Alfred Smeraglio, Temple University
 Blair A. Thompson, Pennsylvania State College
 Bernard Toscani, Middlebury College
 Bernard Toscani, Harvard University
 Domenic Toscani, Bowdoin College
 Charles J. Wiley, University of Pennsylvania
 Charles J. Wiley, University of Massachusetts

APPENDIX G

Following are the names of those who were graduated from the College in 1947:

Class of January 1947

Dominic Joseph Arcari	Joseph Lazur
Dante Aurelio Battistini	Albert John Lewis*
Joseph Blackton	Pasquale Longo
Carmen Buccieri	Marvin Allen Lutzner*
Henry Charles Buckwald	Robert Paul Mackenzie
Peter Louis Cardamone	Fredrick Michael Mayer
Dominic Guisia Eufrazio Cardelli	Bernard James McDowell*
Alessio Carestio	Frank Menna
Daniel Philip Cochetti	Gordon Kenneth McKnight
Joseph Davidson	Ernest Eugene Miller
Roberto Carmelo DeMaio	John William Moroz
John DiCiurcio*	Alfred Oram
Robert Carl Dickey	Rudolph Joseph Panaro*
Douglas Eugene Diffenderfer	Morris Michael Perugini
Robert Patrick Donovan*	Jay Mitchell Raskin*
James Joseph Driscoll	Robert Wilson Rowe*
Alfonso Durante	Donato Anthony Rufo
Harry Thomas Evans	Charles William Schlechtweg
Albert Frank Faustino	Richard Seiberlich
James Finnegan	William Edmund Sergeson
Joseph John Francis	Hudson Lawrence Sherman
Donald Gibbons	Martin Kocyan Sooby
Donald Alfred Gibson	Charles Weiss*
Donald Warren Heiney	Walter Wilkes
Joseph Henry Heinz	Robert Wimsey
Clifford Kalinowski	Alfred John Yerkes
Charles Franklin Kauffman	John Zaremba
James Joseph Keller	Louis Bernard Zeeman
	John Anthony Zurzola

* Member of National Honor Society

Class of June 1947

George Blaine Ammerman
Thomas Arthur Auchterlonie
Edward Samuel Bartlett
Dale Eugene Bell
Robert Fischer Bell
Richard Joseph Brandt
David Budenstein
Frank Casaleno
Walter Milton Cleighton
Robert Franklin Cluley
Scott Cobb*
Donald Robert Colin
Ray Moyer Corll
Thomas Morand Davies
Joseph DelVecchio
Daniel DiPietroantonio
Norman Oram Dunshee
Robert James Eberhart*
Richard James Finley
Vernon Howard Forney
John Wilson Fox
Raymond Matthew Funk
Salvatore Gaeta
Frederick William Garber
John James Geraghty
Charles John Gillies*
Harry Davis Gray
Walter James Greene
Patrick John Hagan*
James William Hart
Sidney Hirsch
LeRoy Iden Hoch
Joseph Eymard Hudak
Banush Thomas Jaffer
Robert Harry Johnson
Horace Crawford Kay*
Donald Ellwood Killgore

Thomas Klebach*
Raymond Koprivnikar
David Lippincott
Michael Lodise
Robert Lee Luce
Richard Phillip Lusher
John Edward Lynch
Carlo Marino
Joseph Matthew McKeever
James Arthur Miller
Josiah Light Neeper*
Leo Robert Neumann
Delbert Harry Nordstrom
Edward Osbourne
Gilbert Swain Palmer
Charles Paulsen
Matthew James Pinto
Rosario Anthony Raciti
John Henry Raimondo
Charles Michael Reilly
Rudolph Riti
George Rolenitus*
Harry Bernard Rosenbaum
Chester Roy Ruby
Donald Taylor Ryder
Frank Stanzione*
Earl Rommel Stover
Robert Francis Sweeney
John Toman*
John Edward Townsend
Wesley Lee Uplinger*
Dorrance Hurlbut Warnock
George Washnis
Robert Harrison Williams
Alexander Wolf
Edward Adam Wolski

* Member of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1947, and were granted certified statements indicating the ground covered in each individual case:

January, 1947

Francis Brooks
Melvin T. Davis
Edwin L. Finkel
James A. Kearney
Daniel Kogut*
William L. Snyder

June, 1947

William T. Bamberger
Alfio R. Bonaventura
Vincent S. Brennan
Daniel R. Brooks
Alfred E. Christensen
Lawrence DeWalt
Alfredo O. Fego
Richard E. Frey
Marvin A. Lutzner*
Theodore F. Roderer
James Savage
Charles Weiss*

*1 Term

APPENDIX H

LECTURES AND ENTERTAINMENTS — 1947

Friday, January 10

Illustrated Travel Talk

Dr. Michael Dorizas

Friday, January 17

Concert

Lawrence Sommers, '24, Violinist

Friday, February 7

Lecture

"The A-B-C'S of Aviation"

Wesley Flannery

Friday, February 28

Illustrated Lecture

"Five Civilized Tribes of American Indians"

Requa Bell

Friday, March 7

Concert and Entertainment
University of Pennsylvania
Women's Glee Club
"Suki" The Wonder Dog
Leon F. Smith

Friday, April 11

Entertainment
Character Impersonations
Elmer Marshall

Friday, April 25

Lecture
Autograph Collecting as a Hobby
Edwin Rowlands

Friday, October 17

Illustrated Lecture
"Australia"
Commander John Hess

Friday, October 31

Hallowe'en Entertainments
Mystery and Magic
Charles M. Dietrich

Lecture
"Law Enforcement"
Special Agent, F. B. I.

Friday, November 14

Lecture
"Betwixt and Between"
William Slater

Friday, November 21

Student Activities Night

Friday and Saturday, December 12 and 13

Christmas Concert
Musical Organizations of Girard College
(Concert for Staff and Student Body, 2:30 P.M., Thursday, December 11)

APPENDIX I

SAVINGS FUND ACCOUNT

The Savings Fund Account, which was started in 1896 with deposits of \$234.07, has served its purpose well. Some figures for the last five years are given below:

	<i>Deposits</i>	<i>Withdrawals</i>
1943	\$5,430.06	\$9,169.90
1944	6,732.09	6,955.30
1945	8,725.16	7,126.01
1946	9,128.33	6,849.26
1947	8,087.88	10,548.17
Total deposits, 1896 to 1947		\$205,109.37
Total withdrawals, 1896 to 1947		192,514.87
Excess of deposits over withdrawals, 1896 to 1947		12,594.50
Total Amount in the Fund, December 31, 1947		37,540.78
Total interest for the year ending December 31, 1947		496.62
Accounts opened in 1943		67
Accounts opened in 1944		78
Accounts opened in 1945		117
Accounts opened in 1946		148
Accounts opened in 1947		130
Total number of accounts December 31, 1943		1246
Total number of accounts December 31, 1944		1188
Total number of accounts December 31, 1945		1147
Total number of accounts December 31, 1946		1136
Total number of accounts December 31, 1947		1094
United States War Bonds, December 31, 1947		\$13,075.00

APPENDIX J

ANNIVERSARIES AND COMMENCEMENTS — 1947

SPEAKERS

Commencement, January 23

Dr. James Creese,

President, Drexel Institute of Technology

Founder's Day, May 17

Morning Assembly of Students

Mr. Francis B. Foley, '04

President, Girard College Alumni

Mr. Harry G. Schad, '20

Memorial Day, May 30

Mr. Louis Baldino, '34,

Stephen Girard Post, No. 320, American Legion

Commencement, June 19

Joseph Gilfillan, Esquire,

President, Board of Directors of City Trusts

Thanksgiving Day, November 27

Honorable Harry S. McDevitt,

Judge, Common Pleas Court No. 1, Philadelphia

APPENDIX K

ANALYSIS OF ENROLLMENT

GIRARD COLLEGE SUMMER SCHOOL—1947

	<i>June 30 to July 18</i>	<i>July 21 to Aug. 8</i>	<i>Aug. 11 to Aug. 29</i>
High School Tutoring	60	60	
Junior High School Tutoring	14	14	
Middle School Tutoring	33	33
Activities School	207	165	198
	<hr/>	<hr/>	<hr/>
TOTAL	314	272	198

APPENDIX L

CHAPEL SPEAKERS — 1947

- January** 5—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
12—Mr. Harry E. Paisley, Business Executive, Philadelphia.
19—Mr. Joseph B. Shane, Dean of George School, George School, Pa.
26—Mr. Russell C. Start, '15, Business Executive, Philadelphia.
- February** 2—Mr. Alford G. Otto, Coach and Recreation Teacher, Girard College.
9—Mr. Gordon A. Hardwick, Business Man, Philadelphia.
16—Mr. H. Emory Wagner, Teacher, Girard College.
23—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York, N. Y.
- March** 2—Mr. George W. Casey, Secretary, The Big Brothers Association, Philadelphia.
9—Mr. Keller H. Gilbert, Magistrate, City of Philadelphia.
16—Mr. E. R. Gomborg, Assistant Executive Director of the Allied Jewish Appeal, Philadelphia.
23—Dr. George R. Dulebohn, Teaching Housemaster, Girard College.
30—Mr. Leonard C. Dill, Jr., Secretary, General Alumni Society, University of Pennsylvania.
- April** 6—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
13—Edgar S. McKaig, Esquire, Attorney, Philadelphia.
20—Mr. James D. White, Teacher, Girard College.
27—Thomas B. K. Ringe, Esquire, Board of Directors of City Trusts.
- May** 4—Morris Duane, Esquire, Attorney, Philadelphia.
11—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
18—Mr. E. Elmer Staub, '99, Business Man, Detroit, Michigan.
25—Dr. Cheesman A. Herrick, Former President, Girard College.
- June** 1—Mr. Frank D. Witherbee, Former Superintendent of Admission and Discharge, Girard College.
8—Mr. J. Roy Carroll, Business Man, Philadelphia.
15—Mr. Emil Zarella, '24, Senior Housemaster, Girard College.
22—Mr. William Gauer, '22, Business Man, Philadelphia.
29—Mr. James M. Baker, Teacher, Girard College.

- July 6—Mr. Charles K. Hay, Principal, Patterson-Read and Wolf Schools, Philadelphia.
 13—Dr. Robert C. Wiltbank, Principal, William Rowen School, Philadelphia.
 20—Mr. John J. Welsh, Principal, Adaire-Chandler Schools, Philadelphia.
 27—Mr. A. Harold Fluck, Principal, Comly-Jacobs Schools, Philadelphia.
- August 3—Mr. Russell M. Leonard, Principal, S. Wier Mitchell School, Philadelphia.
 10—Mr. Bernard G. Kelner, Teacher, Cary-McKean Schools, Philadelphia.
 17—Mr. Chester B. Sweigart, Housemaster, Girard College.
 24—Mr. Milton O. Pearce, Principal, Robert S. Vaux School, Philadelphia.
 31—Mr. Edwin H. Craig, Senior Housemaster, Girard College.
- September 7—Dr. E. Newbold Cooper, Supervising Principal, Elementary Schools, Girard College.
 14—Mr. David C. Wolstenholme, Teacher, Girard College.
 21—Mr. Thomas S. Brown, Westtown School, Westtown, Pa.
 28—Honorable Charles E. Kenworthy, Chancellor, Philadelphia Bar Association.
- October 5—Mr. William L. Campbell, Senior Housemaster, Girard College.
 12—Mr. Howard Conklin, Teacher, Girard College.
 19—Dr. David A. McIlhatten, Teacher, Girard College.
 26—Dr. John L. Haney, Formerly President, Central High School, Philadelphia.
- November 2—Mr. George O. Frey, Director of Instrumental Music, Girard College.
 9—Mr. Karl E. Agan, Principal, Chester High School, Chester, Pa.
 16—Dr. Edward L. Bauer, Director of the Health Service, Girard College.
 23—Mr. O. Howard Wolfe, Business Man, Philadelphia, Pa.
 30—Dr. Houston Peterson, Rutgers University, New Brunswick, N. J.
- December 7—Honorable Vincent A. Carroll, Judge, Common Pleas Court No. 2, Philadelphia.
 14—Mr. Francis E. B. McCann, '18, Business Man, Wilmington, Del.
 21—Mr. John A. Lander, '40, Housemaster, Girard College.
 28—Miss Mary L. Smythe, Assistant Librarian, Girard College.

APPENDIX M

PRIZES AND HONORS, 1947-1948

One key man award was made during the school year, to Robert J. Eberhart, Class of June, 1947, for the best all-around record in scholarship, athletics, citizenship, and extra-curricular activities. A portable typewriter was selected by the winner.

The bronze Schoolboy Medal, awarded by the General Alumni Society of the University of Pennsylvania, for high attainment in scholarship, character, and school activities, was also presented to Robert J. Eberhart.

The scholarship watches, awarded to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association and through the Louis Wagner Memorial Fund, as follows:

September—Patrick J. Hagan, Class of June, 1947

February—Robert Iannuzzelli, Class of January, 1948

The bronze medal of l'Alliance Francaise was presented to Irvin A. Miller, the High School student showing the greatest proficiency in the study of the French language and literature.

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

- | | |
|-----------------------|--------|
| 1. Robert J. Eberhart | \$7.00 |
| 2. John R. Gover | \$5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded in September as follows:

- | | |
|--------------------|--------|
| 1. Irvin A. Miller | \$6.00 |
| 2. Joseph Giordano | \$4.00 |
| 3. James M. Palmer | \$2.00 |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

- | | |
|-------------------------------------|--------|
| 1. Frederick W. Garber (Carpentry) | \$7.00 |
| 2. Leo R. Neumann (Electrical Shop) | 5.00 |

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

- | | |
|--------------------|--------|
| 1. Irvin A. Miller | \$7.00 |
| 2. Vincent Cusatis | 5.00 |

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

- | | |
|---------------------|---------|
| 1. Patrick J. Hagan | \$10.00 |
| 2. Frank Stanzione | 7.00 |

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

- | | |
|-------------------------|--------------|
| September—Merchant Hall | Average 2.09 |
| February—Banker Hall | Average 2.00 |

The Frank Honicker prize of \$5.00, awarded for the best general record in secretarial studies during the year, was presented in February to Larry D. Trexler of the S-1-2 Class.

The William H. Hoyt, Jr. ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

September Awards:

- | | |
|-----------------------|--------|
| 1. Wesley L. Uplinger | \$7.50 |
| 2. Leroy I. Hoch | 5.00 |

February Awards:

- | | |
|------------------------|--------|
| 1. Lawrence J. Vasquez | \$7.50 |
| 2. Howard B. Maxwell | 5.00 |

One award of \$5.00 was made in September in the name of Mr. Charles W. Lawser, '88, to Wallace L. Ulshafer, the student of the Junior Classes in the Machine Shop or other trade vocational work who made the best record for development of mechanical skill and the habits and attitudes desirable in a good workman. It is with much regret we record here that Mr. Lawser, a very loyal and interested alumnus, passed away last fall after a distinguished and successful business career.

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—William A. Baker	\$5.00
February—William R. Heidel	5.00

The Girard Ginger Association prizes, awarded each term to the Girard College Boy Scout Troop with the best record for scout advancement and hiking, were presented as follows:

September—	
Troop No. 412; Mr. Edgar T. Stephens, Scoutmaster	\$10.00
February—	
Troop No. 413; Mr. George H. Dunkle, Scoutmaster	10.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the upper level of the Seventh Grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

June, 1947—Peter P. Barone
January, 1948—Hugh F. Cline

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record during the term, including the competitive drill, was awarded as follows:

June, 1947—Company C
January, 1948—Company A

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. George Washnis, Company C, Silver Medal
2. Frank Casaleno, Company A, Bronze Medal

February Awards

1. Alexander Dudek, Company A \$5.00
2. William W. Grater, Company C 2.50

To the Cadets ranking first and second in individual drill:

September Awards

1. Leroy I. Hoch, Private, Company A, Silver Medal
2. Leo R. Neumann. Sergeant, Company D, Bronze Medal

February Awards

1. Howard J. Eveland, Sergeant, Company A \$5.00
2. Dominico G. DeBonis, Private, Company B 2.50

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel, were presented in September as follows:

1. William B. York \$5.00
2. Henry Cloud 3.00

Prizes presented by the College for proficiency in manual arts:

September Awards

1. Ernesto G. C. Podagrosi, books to the value of \$5.00
2. Raymond R. Rock, books to the value of 3.00

February Awards

1. Frank Iannelli, books to the value of \$5.00
2. Elden B. Kunkle, books to the value of 3.00

Prize presented by the College in February for the best singing with soprano or alto voice:

1. Frederick L. Muirhead, Soprano, books to the value of \$5.00

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

John Pyle Anderson, Robert Meloney Anderson, Joseph Louis Devaney, Robert Eugene Drawbaugh, Frederick James Fee, Downey Delbert Hoster, Robert Iannuzzelli, Daniel Lang Lynch, Irvin Alexander Miller, Philip Pokrinchak, Frank Harry Schlechtweg, William Frank Seibert, Larry Daniel Trexler, Joseph Marx Van Horn, Walter William Wagner, Marvin Weiss.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Ronald Althoff, Joseph Camperson, Chester Richard Clapper, James Gerald Deegan, Donald Ralph Eberhart, John Adam Furry, Howard Bowden Maxwell, James Joseph O'Neill, Joseph Philip Pavlovich, Harry Alonzo Pittman, Nicholas Louis Rock, Joseph Benjamin Serbin, Frederick Albert Ursino, George Vincent Yuscavage.

APPENDIX N

Outline of Part Played in the Admission Procedure by the Department of Student Personnel

Each boy is presented to the Department of Student Personnel by the Department of Admission and Discharge for admission testing. With him comes a record giving pertinent information concerning his social and scholastic background.

The purpose of the nonphysical admission examinations is three-fold: 1) to estimate the applicant's Intellectual Competency for meeting the academic requirements of our school curriculum; 2) to judge his General Competency by evaluating his personality traits, his character qualities, behavior background, manual efficiency, etc. in order to determine how well he will adjust himself to the phases of Girard College life other than the academic; 3) to measure the applicant's school proficiency level in order that a correct grade placement may be made upon his admission to the College.

To accomplish these objectives, the following program is used. Each examination is given individually and requires approximately two hours, depending upon the age of the boy, or the degree of facility with which he handles his materials. Test materials used include:

1. Binet-Simon Intelligence Test.

This test produces a numerical result known as the Intelligence Quotient (I.Q.). We record from this test the boy's Basal Age (age test level at which the boy passes all tests);

we also record the Upper Limit (highest test level at which the boy is successful). There are tests for each age level which are assigned a value in terms of months. To compute the I.Q., the boy's successes in all the tests are totalled in months and divided by his chronological age. If the two are equal, the relationship will be 1.0 or, as it is usually referred to, 100. If his accomplishment is less than his chronological age, his I.Q. will be under 100, etc.

In addition to the quantitative results, we record also a series of qualitative comments by which we note the degree of presence or absence of such characteristics as endurance, coordination, initiative, concentration of attention, distribution of attention, discrimination, etc. The Binet-Simon material gives us a rating of the boy's general intellectual potentiality.

2. Memory Span Test For Digits (Forward)

From this test, we get the highest score which a boy can achieve as well as his operating span. Our principal interest in this test lies in the extreme scores, the lower having a great deal of significance.

3. Reverse Memory Span Test

This measures somewhat the mental agility of the youngster and gives us a fair picture of the operation of his attentional process. We do not attach too much significance to a low rating.

4. Memory Span Test for Syllables

This test has about the same significance as the forward span but is included because it is a bit more practical in that language material is used.

5. Witmer Form Board

This is a performance test and, in contrast to those already mentioned, is *not* a measure of language ability. Boys coming from different environmental levels are equated insofar as these will influence their ability to do this type of test.

6. Witmer Cylinder Test

This test serves the same function as the Witmer Form

Board, but it is a different type of material usable at a slightly higher age level.

7. Dearborn Form Board

This test is similar to the previous two performance tests but represents a slightly different approach. This can be used at a still higher age level if needed.

By the use of the three performance materials referred to (Witmer Form Board, Witmer Cylinder Test, and Dearborn Form Board), both quantitative and qualitative results are obtained and noted in the boy's record.

The tests listed form the routine battery. If additional information is needed, we use several other performance tests, such as the Healy materials, especially when we think the youngster is handicapped because of a limited language background.

In all of the test materials we have standards for each age level. These standards have been accumulated from a large number of cases in the Philadelphia school system, and enable us to compare each applicant with a normal cross-section of school children. Thus we avoid the use of standards which might be unduly high. As has been indicated in the discussion of individual tests, our ratings place as much emphasis on the quality of behavior output as upon the quantity. This, we feel, is highly important as a procedure to be followed in proper test result evaluation.

8. School Proficiency Tests

- a) Gray's Oral Reading Test
- b) Haggerty Reading Test
- c) Monroe Reading Test

These materials determine in which grade an applicant should be placed in terms of his grade competency in reading. It should be particularly noted that the Gray material is given orally and allows the examiner to note the nature of any reading difficulties that may be present. This particular test gives an excellent qualitative picture and makes possible an understanding of just where a youngster may need help and strengthening in the reading process.

d) Arithmetic Test

The material used here is standard material from the Philadelphia school system, augmented by materials designed specifically for Girard College. Here again we arrive at a grade placement on the basis of the child's number proficiency.

CONCLUSIONS

The results from the aforementioned material are drawn together as follows: The school proficiency results are gone over in weekly conferences with the Assistant Supervisor of the Elementary Schools and the ultimate grade placement of a boy is set with her approval.

The straight psychological findings are compiled and the individual is given: 1) an Intellectual Competency Rating, and 2) a General Competency Rating. These are based on a five-point scale with one representing the upper quintile and five the lower quintile. A recommendation of "accept," "decline," "hold for re-examination," "hold for conference," "accept conditionally," or "refer for further information," is sent to the Office of Admission and Discharge. If the boy is admitted to the College, a report indicating his strength or weaknesses is forwarded to the offices of both the Elementary Schools and the Household at the time of his admission. It should be reemphasized that our philosophy recognizes the importance of the quality of performance as well as the quantity, and that our principal objective is to be sure that we do not admit boys who are almost certain not to succeed. We are definitely not on the lookout for just the superior child, but it does require an average boy to handle the type of curriculum set up by Mr. Girard in his Will.

APPENDIX O

RELIGIOUS INSTRUCTION AT GIRARD COLLEGE

The Bible was one of the first books brought to the College, and it was used in the Chapel service in the southwest room, first

floor, of Founder's Hall when the College was formally opened in 1848.

The Founder in his will laid particular emphasis on character training when he directed that "the instructors and teachers in the College shall take pains to instil into the minds of the scholars the purest principles of morality, so that on their entrance into active life, they may from inclination and habit, evince benevolence to their fellow citizens, and a love of truth, sobriety and industry. . . ."

The case for religious education was further strengthened by the decision in the Girard Will case and the opinion handed down. "Why," it asks, "may not the Bible, and especially the New Testament, without note or comment, be read and taught as a divine revelation in the College . . . its evidences explained, and its glorious principles of morality indicated?" It further stated that such reading and teaching could be done by laymen.

And so the Bible in the hands of the laymen has been used for a hundred years to teach "the purest principles of morality", to fulfil the suggestions of the U.S. Supreme Court that the Bible was the best book to carry out the teachings which the Will required, and to avoid the charge by Daniel Webster that the College as proposed would be irreligious or atheistic. Two services were held on Sunday from the opening of the College until 1920, when the afternoon service was discontinued and systematic Bible study was introduced in its place.

The program of religious education now begins the week with a general religious service at 10.30 on Sunday morning. This meeting is held in the College Chapel, a building of surpassing beauty, which was referred to by a former President of the College as the power house of the school. The service consists of a processional hymn sung by about a hundred of the older boys of the choir and the congregation. After the choir has assembled in special seats, the Doxology and other hymns are sung as they occur in the order of the service. The choir, under a director, renders an anthem, accompanied by the organ. A selected passage is read from the Scriptures, usually by a Senior boy, who also leads in the responsive reading of selected passages from the Scriptures.

The presiding officer, often the President of the College, offers prayers and pronounces the benediction. The service is about an hour in length; student participation requires about half the time and the speaker the other half. Boys give evidence of the spirit of worship. They are quiet, orderly, and attentive, and share willingly in the responsive readings and the singing of hymns.

The Chapel speakers are chosen in the main from business and professional men residing in or near Philadelphia; but among them are teachers, administrators, and headmasters of public and private schools, several of whom have come from New England for the purpose of seeing the College and addressing the boys. Usually no man is called upon more than once a year, although there have been exceptions to this practice. Some who are especially gifted in interesting boys have been invited to return again and again until the services of possibly a half dozen have covered long periods. A paragraph from the President's Report for 1942 indicates the varied callings of the group: "A review of the school year 1941-1942 shows that the list of Chapel speakers includes two Justices of the United States Supreme Court, three heads of schools, one physician, one musician, the former Personnel Director of the New York Stock Exchange, the Executive Secretary of the Association of American Colleges, a former railroad executive, a Judge of the Pennsylvania Superior Court, the Assistant Director of the Institute of International Education, three lawyers, including the Solicitor of the Board, the head of the Philadelphia Y.M.C.A., an insurance company president, the writer's predecessor as President of Girard College, a Pennsylvania State Senator, five alumni from various fields, two business men who are not alumni, a banker who is now administrative head of the Philadelphia Ordnance District, and fifteen members of the Girard College staff."

The Scripture reading, usually selected by the speaker, often contains the theme of his address. From it he may select a text. The address may take the form of expounding a passage of Scripture or teaching a lesson of faith suggested in it, or its object may be to teach a moral truth or a life lesson of courage, charity, tolerance, or the like. Applications to school life are made, and the use of illustrative material helps the younger members

of the school to understand the lesson being taught.

The Sunday afternoon services for Elementary School boys is a service of worship for half of the year. It consists of Scripture reading, prayer, a Bible story read by an older student, and music from selected records played over the amplification system of the Chapel. During the other half year boys meet for Bible study. Lessons have been developed for each of two groups according to age. A Scripture lesson, a prayer, a hymn have their places in this service. In this period the boys learn to repeat in concert selected Psalms and the Ten Commandments. The lessons present in some detail the lives of the Hebrew leaders in the Old Testament and the parables, miracles, and the teachings of Jesus in the New. The object is to give boys of many religious faiths a knowledge of the facts of the Bible, some degree of appreciation of its literature, and the acceptance of the great moral and spiritual truths set forth in the New Testament.

The last of the services on Sunday is a short evening service for High School boys consisting of Scripture reading, prayer, two hymns, and a benediction.

On Wednesdays all boys meet in the Chapel for a fifteen-minute service just before school begins. The Doxology, a Scripture reading, a prayer, and a hymn constitute this service. Occasionally the President speaks briefly on some appropriate subject. The Chapel service on Saturday is similar, but the Scripture reading and prayer are followed by music played by the cadet band or by the Director of Vocal Music who uses the splendid organ.

On Monday, Tuesday, Thursday, and Friday the Elementary Schools and the High School meeting separately have brief services before opening the school sessions for the day. Whether the assemblies are in the home rooms or in the auditoriums, reading from the Bible and a prayer have their part in them.

It is inconceivable that boys can take part in such services day in and day out for eight or ten of the most impressionable years of their lives without acquiring a sound philosophy of life and having their spiritual nature stimulated. Large groups of Catholics, Protestants, and Jews live harmoniously together in a tolerant community of friendship. They form the habit of regular attendance at religious services, for the majority indicate that they

attend churches of their choice when at home during the holidays and vacations and join the churches preferred by their families.

APPENDIX P

PLACEMENT AND FOLLOW-UP

The present placement and follow-up program has been in the process of development for the past thirty years, and one of the pleasing results of it has been a feeling on the part of the alumni that the College stands back of its former students. However, the plan is devised to lead boys to develop and depend upon their own resources and not to lean altogether upon the College.

The most active preparation for a boy's leaving the College starts during his last term. Early in the term each boy fills in an Information Data Sheet which serves the purpose of making him self-informed about many activities and situations which will confront him after graduation. This is done long enough in advance to prevent too sudden a shock for him when he leaves the College. This sheet also provides the placement service with information useful when the guardian is interviewed regarding plans for the boy's return home.

Each boy is interviewed by the placement officer about two months before graduation and pertinent information is recorded on the back of his Information Data Sheet. The mother or guardian of each boy is also interviewed, to obtain as well-rounded a picture as possible of the home environment and relationships to which he will be returning. Prior to this interview, however, opinions regarding the student's personality qualifications, special interests and accomplishments are secured from teachers and housemasters (four separate sources in all). These opinions tell the story of a boy's progress in his home life, school, vocational preparation, and recreational activities. Thus a composite pen picture of each student is available, supplemented for future reference by an actual photograph attached to each cumulative record card.

Senior group seminars, conducted during the Allen Hall term, have vocational guidance value and stress opportunities for different skills learned, outlets for enlarging educational ambitions, and recreational opportunities outside. Demonstrations of effective and ineffective approaches to prospective employers for job interviews are given. Boys go out for practice interviews with employers and share their experiences with one another.

Until the graduate has sold himself to a prospective employer and secured his first job, he is expected to visit the College at least once a week. He is provided with leads and counseled further on successful techniques in job interviews. All this effort is given to the employment of our graduates because experience with the 8,000 former Girard students for whom records are available show that, given economic security, the young man is then able to solve most of his other problems.

The cumulative record card contains an up-to-date summary of facts currently useful in the follow-up of a boy. The summarized record shows a young man's progress and provides desired information when prospective employers call for recommendations.

For five years a systematic follow-up of each graduate is carried on. This includes facts covering his employment, home life, and continued education. On the boy's first job the supervisor is asked to help him adjust himself to his work, to encourage him, and to consult the College if difficulties arise. The graduate himself is encouraged to consult with the College about problems which may perplex him. If a boy loses a job, his former employer is asked to explain the dismissal on a certain form.

When a request for an employee comes into the Department of Admission and Discharge, the qualifications required of an applicant are noted on a form used for that purpose. When a boy is recommended for the position his name is put on the form, the date of referral, with his age, the year he left the College, the agency cooperating in the placement, whether employment is temporary or permanent, the nature of the position, and the weekly wages or salary. These latter data form bases for annual statistics. During the more or less normal year 1940, 657 new positions were recorded. The average age of alumni placed was 21 years; this was four years beyond the age at graduation--an

indication of the nature of our follow-up activity.

In addition to the five years of systematic, continuous contact, two other types of organized effort are made to check the progress of the alumni. First, once each year the graduate is invited to report his up-to-date status on a questionnaire enclosed with his invitation to the Founder's Day celebration. Returns on these have been about 50 per cent. Changes in status are noted on the cumulative record card. Second, once in every two years a more exhaustive survey is made of a group of boys who have been out of the College for from one to five years. In certain special instances groups of former students who have been out in industry for a number of years have been studied. For example, the following matters were covered in a survey sent to the commercially trained graduates who left between 1929 and 1937: an analysis of the skills used while on the job; the different types of office machines used; the importance of handwriting; the amount of advanced study done in the commercial field; proportions of income given to the home, religious and recreational activities; positions held since graduation; difficulties encountered during the first year of employment, etc. The mechanically trained graduates of the same years were questioned similarly. Changes of emphasis in the different courses were made as a result of a summary analysis of these returns.

Other phases of the Girard follow-up program include counselling, rendering financial aid through alumni contributions, and a follow-up of boys who continue their formal education in day colleges and night schools. This program has been greatly expanded since the influx of so many boys into colleges under the GI Bill.

The program is costing Girard College about \$23.50 per student for each year he is with us. The average stay of each boy is approximately 9 years, which means we are spending \$211.50 to admit him, to keep in contact with his family during his residence at school, to obtain economic security for him after graduation, and to provide counsel and encouragement for him after his departure. We believe that this expenditure is very cheap insurance for the investment of \$16,000.00 or more which each of our graduates represents.

APPENDIX Q

THE ORGANIZATION OF GIRARD COLLEGE

Girard College is maintained by the Girard Estate, one of the many trusts administered by the Board of Directors of City Trusts. The President is the chief administrative officer of the College, directly responsible to the Board of Directors. All departments are responsible to the President.

In the administration of the College, the one objective is to have all departments function in the best interests of the Girard student, the endeavor always being to keep in mind the proper relationship of the various functions commensurate with their importance in the life of the school as a whole. The proper co-ordination of the departmental functions of the College is the final responsibility of the President.

The handling of applications for admission and the investigation of the applicants' qualifications are the primary functions of the Superintendent of Admission and Discharge and his staff. Through a placement service boys are aided in securing positions on leaving the College, and they also receive assistance in other ways as alumni. Members of this staff act as field agents for investigations pertaining to the welfare of the boys while in the College, on vacations, and after graduation. This department maintains public relations through occasional publicity items in newspapers and periodicals, as well as through other channels.

The Department of Student Personnel, consisting of the Director who is a trained psychologist, his assistant, and a part-time psychiatrist, functions primarily in dealing with boys who become special scholastic or social problems, and boys who need special readjustment. Working closely with the Department of Admission and Discharge, the Household Department, and the schools, this department also gives psychological tests to specific school classes and certain individual students, and carries on special corrective work with individuals.

Under the general direction of the Superintendent, the Household Department cares for students' home life, amusement, and recreation, at all times not covered by school rosters. A homelike

atmosphere is maintained as far as possible and boys are trained in home relationships, in living with and in getting along with one another. Much of the indoor and the outdoor recreation is carried on under the supervision of the governesses and house-masters. Evening and morning study halls, much of the religious education, student work and the self-help programs are under the direction of this department to a large extent. Special recreation teachers do much of their work with classes assigned from school rosters. In addition, these special teachers coach and train all the athletic teams, and give health instruction to boys below the Junior Class. Scouting is directed generally by the Supervisor of Recreation. Summer vacation, the Summer Camp, and the Summer School are under the general direction of the Superintendent of Household. In addition to the above, two industrial supervisors instruct students and direct them in a multiplicity of tasks about the campus and around many of its buildings.

The Principal of the High School and the Supervising Principal of the Elementary Schools direct the education of the students under the general supervision of the President of the College. Three years in the Junior School, three years in the Middle School, one year of Junior High School, and four years of Senior High School complete the school requirements while the boy is in the College.

The Senior High School offers a full preparatory school course of instruction in academic subjects equivalent to eighteen units of College entrance credit, together with vocational training in commercial studies or trade shops. During his Sophomore year a boy selects, through vocational guidance, specialized work in commercial studies or in shop instruction, to which he will devote much of his school time during the last two years of his residence in the College. There is a considerable range of choices in subjects to be pursued in either course of vocational instruction.

The Library has a book collection which meets the needs and interests of both boys and adults. A collection of books is in a branch of the Library located in the Middle School, while other collections are circulated among the dormitory buildings and the Infirmary. The Library functions with the departments of instruction by having regular library periods rostered for the various

classes. It promotes the forming of good reading habits, and much personal guidance is given the boys in their choice of proper reading.

The Health Service cares for the general health and proper growth of the student. The Director has associated with him an Assistant Physician, Consulting Surgeons, an Ophthalmologist, an Oto-Laryngologist, and a Recording Librarian. The Dental Clinic is staffed with an Exodontist, an Orthodontist, three Assistant Dentists, an Oral Hygienist, a Dental Technician, and a Recording Librarian. Periodic examinations are conducted by the Physician, the Dentist, the Ophthalmologist, and the Oto-Laryngologist to check the general health of the boy. At these times the Teacher of Corrective Gymnastics examines each boy for structural abnormalities and sets up individual corrective exercises whenever necessary.

All business activities of the College are co-ordinated under the Business Manager. Through this office all materials and supplies are purchased, pay rolls are assembled and compiled, the annual budget is prepared, and general business is transacted in connection with grounds, buildings, domestic economy, etc. Through the Assistant Business Manager this office is responsible for the functioning of the Department of Domestic Economy, the largest of the departments in size of staff and diversity of services rendered; such functions are the Dietitian's staff and the food service, the Supervisors' staffs and their service, the staff of seamstresses, chambermaids, and cleaners; the shoe shop; the bakery; the laundry; the ordering of food and clothing and the subsequent distribution of these necessities.

The College Engineer has a wide range of functions. His department furnishes heat, light, and power for the entire College, makes all necessary repairs, and maintains all mechanical and electrical equipment, the grounds, fire protection, and safety equipment, the gateman and watchman service, and the cleaning and janitor service in the High School, Chapel, Armory, and Mechanical Department shops.